



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy includes the Early Years Foundation Stage (EYFS)

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1. Rationale

St Wystan's School is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). St Wystan's will endeavour to meet the needs of each pupil and will make 'reasonable adjustments' considering the resources available and the constraints of the school's entrance procedure, resources, including staffing and finances. We are committed to a fully inclusive approach to SEND and provide a creative and broad curriculum in order to enable all pupils to make ongoing progress in their learning.

This policy has been prepared with regard to:

- the Equality Act 2010 (duty to make reasonable adjustments and avoid discrimination)
- the Education (Independent School Standards) Regulations 2014
- the statutory EYFS Framework (latest version)
- the Children and Families Act 2014, where applicable, and the SEND Code of Practice (0–25). Although not a statutory requirement for all independent schools, St Wystan's has elected to have regard to this guidance as best practice

2. Definition of Special Educational Needs

As per the SEND Code of Practice, children have SEN when they require provision **“additional to or different from”** the differentiated curriculum.

Children have special educational needs and/or disabilities if they:

- Have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to/or different from the differentiated approaches that are made generally for others of the same age;
- Have a medical/physical disability that prevents or hinders them from making use of educational facilities.

There are four areas of need as stated in the SEND Code of Practice: 0-25 years, 2015:

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

Whilst the four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress.

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.

3. Aims

The school aims to:

- Identify, assess and meet the needs of all pupils identified as having SEND;
- Plan and review the SEND provision at regular intervals;
- Work in partnership with parents and pupils;
- Make 'reasonable adjustments' to ensure that all pupils attending the school have equal access to the curriculum and ambitious targets, regardless of SEND;
- Ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of the staff;
- Implement good practice in compliance with current legislation;
- Ensure that all pupils' records include information relating to their SEND and that interventions and outcomes are recorded.

4. Staffing

- The Special Educational Needs and Disabilities Coordinator (SENDCo) is Miss Jessie Watkins, a qualified teacher who is currently studying for the SENDCo award.
- Support for those with Special Educational Needs and Disabilities is mainly provided within the classroom by the teacher;
- Daily intervention programs are also implemented by classroom Teaching Assistants for our Early Years, Pre-prep pupils and our Prep pupils;
- The SENDCo is responsible for reporting to the governor with responsibility for SEND, Mrs Vickie Barnatt, on the day-to-day management of SEND policy. Regular meetings take place to ensure continuity and good practice.
- The SEND Governor (or designated governor for SEND) will meet with the SENDCo termly to review provision and report to the governing body.

5. Role of the SENDCo

- To maintain the SEND Register and the SEND Concerns List;
- To provide day-to-day management of interventions and SEND provision;
- To oversee the operation of this policy;
- To liaise with class teachers about pupils on the SEND Register and update them as necessary;
- To organise and oversee the records of all pupils with SEND;
- To manage Teaching Assistant's timetables;
- To liaise with parents regarding interventions and their outcomes in conjunction with class teachers (through email, telephone consultation and meetings);
- To organise and conduct annual reviews for all pupils with an EHCP;
- To ensure a termly review of each IEP takes place;
- To liaise with external agencies and professionals such as Educational Psychologists as required;
- To advise on the resources required to meet pupils' needs effectively;
- To liaise with the Deputy Head to monitor the progress of pupils and to identify those in need of additional support. To identify any patterns in the progress of pupils with SEND and use these to reinforce quality teaching;
- To contribute to Academic and Pastoral Committee Meetings as required.

6. Identification and Assessment

- Class teachers make regular assessments of progress for all pupils. Pupil progress meetings take place each term. Pupils who are making lower than expected progress given their age

and individual circumstances, will be identified. They will be added to the monitoring register if we feel this is necessary, and reviewed each term to see if they require more support;

- The first response is targeted intervention, where areas of weakness will be focused on, with high quality teaching (targets will be identified through the pupil progress meetings). Lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement;
- If progress continues to be lower than expected, it is the responsibility of the class teacher to file the initial identification of the pupil's needs. They file a concern on a Record of Concern form which can be found on the school network in the SEND file and should be given to the SENDCo;
- The teacher then seeks advice from the SENDCo – Individual Education Plan (IEP) for the pupil and integrate it into the usual classroom schedule. The school will have regard to the SEND Code of Practice 0-25 years 2015 when carrying out its duties and ensure that parents are notified of a decision by the school that SEND provision is being made for their child; Pupils with a diagnosis will have an IEP.
- The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education;
- The Teaching Assistants offer individual support to work on specific skills, reviewing them regularly with the teachers. A full review meeting involving the class teacher and parents will be held at least twice a year, usually when meeting to discuss the child's IEP;
- Referral will be made to appropriate outside agencies where necessary and the school will continue to support the child with a plan based upon expert advice;
- The school will support parents who wish to request an Education, Health and Care (EHC) needs assessment from the local authority. As an independent school, we will provide all necessary information and professional input required by the LA during the assessment process.
- SEND information is processed in accordance with data protection legislation. Information is shared only where there is a lawful basis (e.g., safeguarding, consent, legal obligation).

7. Nature of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Reasonable adjustments and/or additional intervention by the teacher within the context of day-to-day classroom teaching;
- Different learning materials or special equipment;
- Differentiation by task, time or group;
- Some group or individual support within or outside the classroom;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- **Timetable adjustments**
- Staff development and training to introduce more effective strategies – this will be dependent on the needs of pupils in the School at a given time;
- Regular CPD for the SENDCo. The graduated approach ("assess-plan-do-review") will be used to structure support. Targets will be reviewed each term.

8. Additional Support

We offer different types of support, depending on the nature and level of a child's learning needs. Children on the Monitoring Register are managed by the class teacher through differentiated tasks or resources, additional sessions and reinforcement where needed. All our Teaching Assistants are timetabled to provide support to those children who have been highlighted by the SENDCo. Their support is provided in many different forms and is dependent on the child's needs. Depending on needs, pupils requiring support may work in class, in a small group or individually for short periods at the beginning of the day on reading, spelling or maths. 1-1 or small group interventions may take place in the classroom, the meeting room or the nurture nook.

Where additional 1:1 support or specialist intervention is required beyond what the school can reasonably provide as part of its Equality Act duties, the school may discuss with parents the possibility of such support being provided at additional cost. Any such arrangement will be formalised in writing and must not affect the child's right to reasonable adjustments or statutory provision (e.g., EHCP provision) where applicable.

9. Other Special Educational Needs

The SENDCo works with families to explore concerns and arrange assessments where appropriate. Individual Educational Plans (IEPs)

The IEP will only record information which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. Ideally, an IEP will contain 2 targets, there should be no more than 3. The IEP will be reviewed every term.

10. Provision of Information to Staff

- Staff discuss and receive regular verbal updates on pupils in staff meetings;
- IEPs and assessment reports are shared via the school's secure systems. Individual pupil's psychological reports are available on the secure network.
- Staff will receive regular training in SEND-related strategies, early identification and reasonable adjustments.

11. Admission Arrangements

Some of the principles taken into consideration when admitting a pupil to the school are found in the school's Accessibility policy. Pupils admitted to the school are considered able to access the curriculum in this school. It is the expectation that the school will make 'reasonable adjustments' in the case of pupils with Special Needs and/or Disabilities.

12. Education, Health and Care Needs

Education, Health and Care Needs (EHC) pupils: currently there are 2 pupils with an EHC plan at St Wystan's School.

Support for pupils with an EHCP

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC needs assessment (EHCNA) would be carried out in conjunction with the Local Authority where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

If the school has a registered pupil with an EHCP, it will in work accordance with the targets and strategies in the plan, will convene an annual review of the plan with the parents and a LA representative, and will submit an annual account to the LA to show how any LA funding has been allocated. Current additional EHCP support includes specialist speech, language and communication support, Autism outreach support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

13. Early Years Foundation Stage

The SENDCo is in regular contact with the Head of EYFS for this area of the school.

The school works in full compliance with the current EYFS statutory framework, including identification, assessment and early support for SEND in Reception / EYFS.

14. Transition through school or to other settings

When a transition takes place, all relevant information will be sent/requested from the primary, senior or other schools. This would include details of any extra support that has been in place. The SENDCo will support any transition meetings with parents of children making the transition from Primary to the Senior school, towards the end of Year Six, to aid an effective transition for SEND pupils.

15. Communication and Concerns

Many pupils will benefit from the extra support offered by in-class differentiation and then make good progress. For a minority of pupils, expert advice will be crucial to their educational development. We encourage a close working relationship with parents of all children who experience learning difficulties. If a parent has a concern relating to their child's special needs provision, they can contact the SENDCo, who will arrange for a review of their child's individual programme. If it is felt that the pupil no longer requires an individual programme, it will be discontinued and the pupil will continue to be monitored closely. Parents of children receiving special educational care are welcome to make an appointment to discuss their progress at any time.

16. Complaints Procedure

We value good communication with our parents to ensure any apprehensions are being sensitively handled. Should parents have any concerns or feel that the school is not meeting their child's needs, then in the first instance an appointment should be made to see the class teacher and/or the SENDCo. If parents are not satisfied they may wish to make an appointment with the Headteacher. All complaints will be dealt with in accordance to the school's complaints procedure.

For disputes concerning EHCPs, parents may also access the local authority's disagreement resolution or mediation services.

17. Policy Development and Review

This policy document was produced in consultation with the school community, including school staff and Governors.

This document is freely available to the entire school community.

It will be reviewed on a regular basis.

This policy will be reviewed on a two-year rolling programme.

Reviewed by	Anne- Marie Lawrence (SENDCo) /Headteacher		
Date Reviewed	2 nd November 2025		
Date of Next Review	1 st November 2027		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No