

**Earlscliffe (Earlscliffe Ltd)**

**Policy: SEND Policy**

**Member of SLT responsible: Deputy Head Teacher (Academic)**

**Date of review: September 2025**

**Date of next review: June 2026**

### **Introduction**

Our goal is to develop independent-minded young men and women, eager to continue their studies and take their places as thoughtful citizens of the world. We believe that in the process of preparing and guiding young people towards intellectual growth and moral spiritual awareness, the beginning is everything. We seek to develop the ability to work effectively, to communicate articulately, to approach life with a sense of competence, and to use to the fullest the gifts each of us has. We are a close knit community, a school, international in make-up and vision, working together to cultivate young minds and hearts.

The following policy has been put in place to address the pathway(s) that are available to the school when a student with 'Special Educational Needs & Disabilities' (SEND) is identified.

### **Aims and objectives of this policy**

The aims of our policy and practice are:

- To provide broad and balanced curriculum access for all
- To secure high levels of achievement for all
- To ensure all students are valued and have their views heard
- To ensure early identification of all students who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.
- To make appropriate provision to overcome all barriers to learning, meeting individual needs through a wide range of provision.
- To ensure effective communication and partnership with parents and those with parental responsibility to meet the needs of the students.

### **Principles and Relevant Legislation and Guidance**

The SEND Code of Practice: 0-25 years

Part 3 of the Children and Families Act 2014

Equality Act 2010

### **Definition of SEN taken from The SEND Code of Practice**

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

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age;
- or

- b) Has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream or mainstream post-16 institutions.

SEND Code of Practice (2014, p4)

Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is '...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.' Long term is defined as a 'year or more' and substantial is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5).

The latest code of Practice does not assume that there are rigid categories of SEN. These four broad areas give an overview of the range of needs that should be planned for but in practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD).

### **Social, Emotional and Mental Health Difficulties**

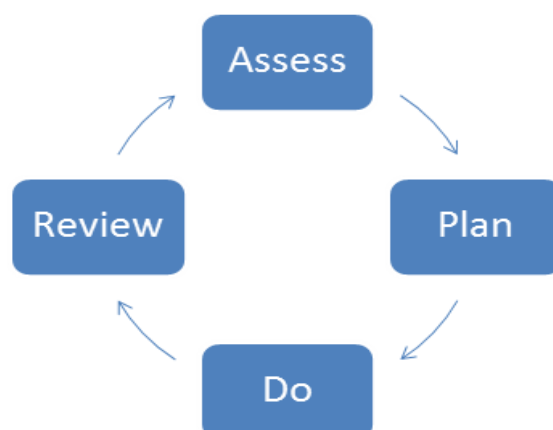
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Physical and Sensory**

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

### **SEND Cycle**

The school's approach takes the form of the four part cycle of 'The Graduated Approach' as recommended in the SEND Code of Practice (2014):



**Assess**

Whether a student is identified as having special educational needs or not is ascertained by combining the teachers' assessments, previous assessments, the parents' concerns and the student's own experience. This is done regularly using a range of assessments, to ensure that support and intervention is matched to need, barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

**Plan**

The parents and the agent are notified and consulted with regard to any special arrangements that are being put in place. All teachers and other relevant staff are made aware of the interventions and sought outcomes.

**Do**

The class teachers remain responsible for working with the pupil on a day to day basis. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

**Review**

The impact and effectiveness of the interventions is reviewed and conclusions from this are fed into new personalised learning plans, using the Provision Mapper platform. Parents will be informed and will have the opportunity to influence next steps in the process along with the student.

**Admissions**

When students with diagnosed special educational needs and/or disability (SEND) apply to study at Earlscliffe, their application will be considered in the same way that every other student is considered. It is key at the point of admission that all documentation in relation to the educational need is made available to the school (translated into English) so that a clear understanding of the need is known prior to any decision being made.

If a student has a known SEND need, it is crucial that parents/guardians inform the school as early as possible, ideally before the student's arrival. This enables us to allocate appropriate resources, implement effective strategies, and provide targeted support from the outset. Early communication ensures that staff are well-prepared to meet the student's needs, fostering a positive and inclusive learning environment for everyone. To further personalise support, students will be asked to complete a pupil passport, outlining how they learn best and identifying specific ways we can assist them with their studies. This collaborative approach helps to ensure that every student feels supported and able to thrive.

**Diagnostic tests**

Students with a diagnosis from their own country may be required, when they begin at Earlscliffe school, to undergo a diagnostic test from a suitable professional in the UK. That professional will then decide on the support that will be most suitable for that student. The student will be asked to pay for this service. The school will do its best to provide the skill sets and support required by such a student. The SENDCo will provide advice to teachers and the student on what they can do to maximise their achievement but this advice may be limited in nature if there is a lack or no information forthcoming from the parents and or supporting agencies.

### **Personalised Learning Plans**

Students with higher levels of need will have a Personalised Learning Plan (PLP) to ensure their individual requirements are met effectively. These plans will be reviewed 3x a year in collaboration with the student, their senior tutor, and their parents/guardians. During these review meetings, we will set **SMART** (Specific, Measurable, Achievable, Relevant, Time-bound) targets to help guide their progress and ensure support strategies remain appropriate and effective. Regular reviews allow us to adapt the plan as necessary, ensuring that the student continues to receive tailored support that aligns with their evolving needs and goals. At all times, the parents will be kept fully aware of the situation regarding their child and if needed available notes and information will be translated for ease of understanding.

### **SENDCo and Teacher Liaison**

The SENDCo has overall responsibility for SEND provision in school. Students diagnosed on admission to the school or at some stage during their time with the school to have a SEND will meet regularly with the SENDCo to discuss their academic progress and wellbeing.

During admissions we will ask the students who have notified the school of additional needs, to complete a pupil questionnaire. This will be reviewed with the SENDCo in conjunction with each student with special educational needs. The pupil passport will give background information and identify the strengths and areas of difficulty for the student. The SENDCo and student will identify any strategies that will help remove barriers and to ensure they reach their maximum potential. Recommended strategies from outside professionals will also be added. This will be shared with all students teachers.

The SENDCo will communicate with each student's teachers in relation to their progress through Provision Mapper. This will allow the SENDCo to analyse progress and agree further action that might be necessary and on methods that can be used to maximise achievement.

The SENDCo will carry out regular observation of classes, which are attended by such students to assist the teacher in maximising the potential of the individual and assist in any other way they can. A report of the observation will be discussed with the teacher and any CPD requirements will be addressed.

If the support required is beyond what the SENDCo can offer, specialist assistance external to the school will be offered.

The student's agent and/or parents will be involved in any decisions being made about the educational progress of their son / daughter and will be kept informed. If a student's progress is not satisfactory and further external support is required, the SENDCo will contact the parents or agent in writing to suggest this.

### **Quality First Teaching**

Earlscliffe school is committed to providing Quality First Teaching, whereby each student is treated as an individual and teaching methods are adapted to meet the needs of every student. This is in line with the 2014 SEND Code of Practice, which states that, 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.'

All staff understand the strategies to identify and support vulnerable pupils. Students, who require support above and beyond what is achievable through Quality First Teaching, will work together with the SENDCo to agree on additional support required.

Students with SEND will be nurtured by all teaching and support staff to help them develop resilience, self-efficacy, motivation, self-confidence and other skills that allow them to be an effective learner.

### **Involvement of Pupils**

The views, wishes and feelings of the student involved are always considered, as are those of the student's parents. Consideration of whether SEND provision is required should start with the desired outcomes of all concerned, including the expected progress and attainment and the views and wishes of the pupil and their parents/guardians.

### **Prevention of Bullying of Children with Special Educational Needs or Disability**

Earlscliffe has a strong Anti-Bullying Policy and Behaviour Policy. The school recognises that bullying has an adverse effect on mental health, achievement and self-esteem, and can be a distressing experience for the student concerned and their family. Bullying of children or young people with disabilities or SEN can take overt forms of physical and verbal abuse. Staff working at Earlscliffe are aware that the bullying of students with disabilities and SEND can take specific forms not experienced by other students and can be made more difficult to spot where students with developmental conditions, such as autism, may not recognise that they are being bullied. Some students will also need extra support in their preferred method of communication if they are able to relate their experience of bullying to adults.

### **Examination arrangements**

The SENDCo and Exams Officer will discuss special examination arrangements with the student if applicable to ascertain the conditions that remove barriers and reduce the effect of a difficulty or disability which places the student at a disadvantage. The SENDCo will then apply to the examination awarding bodies to obtain approval for the desired arrangements.

Earlscliffe will require formal and translated diagnosis documents to apply for special examination arrangements.

If a student has been granted access arrangements by JCQ and decides not to utilise them during an exam, this is entirely their choice. However, students should be aware that their decision will not influence or alter their final grade, even if they feel dissatisfied with their performance. Once an exam has been completed without using the approved access arrangements, they cannot retrospectively request them for that assessment. It is essential for students to consider this carefully and discuss any concerns with the SENCo or their teachers before the exam period.

The SENCo is responsible for gathering robust evidence to demonstrate that access arrangements are a student's normal way of working (NWOW) and that they are essential for mitigating a disability or significant need. This evidence must be sourced from classwork, teacher feedback, and previous assessments. In some cases, certain access arrangements require external assessments by qualified professionals. These assessments may incur additional costs, which will be communicated to parents/carers and agreed upon prior to any applications being made.

### **Effective Transition - University applications**

The SENDCo will work together with the UCAS Coordinator with the student to help him/her decide on a suitable course at university and if necessary will liaise with the university SEND departments to ascertain what level of support is likely to be available once at university.

### **Complaints Procedure**

If a parent wishes to make a complaint about SEND provision for their child, they should:

- First contact and discuss the nature of the complaint with their child's form tutor.
- If this is unresolved, the Senior Tutor should be contacted for further discussion, alongside the SENDCo.
- From this meeting, parents may still wish to discuss the matter with the Head Teacher.
- If there concerns still remain, a written complaint should be made to the Governing Body.

**Updated by: Leanne Dinsdale**

**Last updated: September 2025**

**Next review: September 2026**