

SEND Policy, Learning Support and EAL Policy

(Reviewers: Lloyd Dannatt & Graham Moir; August 2026)

Approved by SMT August 2026

1. Statement of Intention

The Learning Support (LS) Department provides support for pupils with identified special educational needs and disabilities (SEND), learning difficulties, additional learning needs and/or disabilities, as well as pupils who require additional support to access learning effectively. Support may be delivered through individual, paired or group sessions according to the nature and level of need.

All support is planned and delivered with due regard to the age, aptitude and individual needs of each pupil, including those with an Education, Health and Care Plan (EHCP) and those for whom English is an additional language (EAL).

The College is committed to fulfilling its responsibilities under the Equality Act 2010 and will make reasonable adjustments where appropriate to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

This policy should be read alongside the College's Admissions Policy, Accessibility Plan, Equal Opportunities Policy and Safeguarding Policy.

The Learning Support Department supports transition at all key stages, including admission to the College, movement between sections of the College and transition to further or higher education.

2. Definition

In accordance with the SEND Code of Practice (2015), a pupil is considered to have Special Educational Needs and Disabilities (SEND) if they:

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

Special educational provision means educational provision that is additional to, or different from, that made generally for pupils of the same age.

3. Identification of Pupils Who May Need Learning Support

The identification and support of pupils with Special Educational Needs and Disabilities (SEND) is the responsibility of the whole College. All teachers are expected to identify, monitor and respond to pupils' individual needs through a graduated approach in accordance with the SEND Code of Practice (2015). Pupils may be identified as requiring learning support through:

- Concerns raised by teachers, tutors, parents/carers, pupils or external professionals.
- Referral to the SENCO for further investigation of progress and learning needs.
- Information received from previous schools, parents/carers or external agencies.
- Standardised assessments and screening tests.
- Monitoring of academic progress through assessments, examinations, grades and reports.
- Reports from Educational Psychologists, Psychologists, Speech and Language Therapists, Occupational Therapists, Psychiatrists or other relevant professionals.

- Evidence of progress that is significantly below expectations despite appropriate teaching and intervention.
- A discrepancy between cognitive ability and academic attainment, where relevant.

Staff are responsible for identifying and supporting pupils with a range of needs, including cognitive, communication, social, emotional, physical and sensory needs, and for adapting teaching accordingly.

Pupils may be included on the SEND Register where they have identified needs in one or more of the following areas:

- **Specific Learning Difficulties (SpLD):** including Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia.
- **Neurodiversity:** including Attention Deficit Hyperactivity Disorder (ADHD) and Autism.
- **Cognition and Learning Difficulties:** including general learning difficulties.
- **Social, Emotional and Mental Health (SEMH) Needs.**
- **Communication and Interaction Needs.**
- **Sensory and/or Physical Needs:** including hearing or visual impairments and relevant medical conditions.

4. Aims and Objectives

The Learning Support Department aims to:

- Identify pupils with SEND at the earliest opportunity and ensure that appropriate provision is made to meet their individual needs.
- Assess pupils to determine the nature and extent of any SEND and the level of support required. Where appropriate, the College may seek advice from external professionals, including Educational Psychologists, Psychiatrists and other specialist agencies.
- Enable pupils to achieve their full academic and personal potential through high-quality teaching, appropriate intervention and targeted support.
- Monitor and evaluate pupil progress to ensure that provision remains effective and responsive to individual needs.
- Support the wellbeing of the whole child by promoting their emotional, social and academic development within the College's pastoral and educational framework.
- Work in partnership with parents/carers and staff to support pupils' learning, progress and wellbeing.
- Provide guidance and advice to colleagues on effective strategies to support pupils with SEND in the classroom.
- Ensure that pupils are actively involved in decision-making about their learning and support, enabling them to develop independence, self-awareness and confidence as learners.
- Promote an inclusive learning environment in which all pupils are valued, supported and encouraged to participate fully in College life.

5. Role and Responsibilities of the Learning Support Department

The Head of Learning Support acts as the College SENCO and has overall responsibility for coordinating SEND provision across the College, maintaining the SEND Register, liaising with parents, staff and external agencies, and ensuring compliance with statutory requirements.

The Learning Support Department is responsible for:

- Assessing pupils where concerns have been identified to determine the nature and extent of any SEND and any support required.
- Coordinating and overseeing provision for pupils receiving Learning Support.
- Creating, implementing and reviewing Individual Learning Plans (ILPs) in collaboration with pupils, parents/carers and relevant staff, where appropriate.
- Advising teachers and other staff on effective strategies to support pupils with SEND and to promote inclusive classroom practice.
- Maintaining accurate, confidential and up-to-date records relating to Learning Support provision, including ILPs, assessments and lesson plans.
- Monitoring the progress and wellbeing of pupils on the SEND Register, including those who do not receive direct Learning Support.
- Providing an environment in which pupils can develop effective study skills and receive appropriate support for their learning.
- Working in partnership with parents/carers to support pupils' progress and wellbeing.
- Contributing to the continuing professional development of staff through training, advice and guidance relating to SEND.
- Liaising with external professionals and agencies, where appropriate, to support the identification, assessment and provision of pupils' needs.
- Monitoring and evaluating the impact of Learning Support provision to ensure that support remains effective and responsive to individual needs.

6. General Role of the Learning Support Department & School Specific Roles

The Learning Support Department provides a range of targeted support designed to help pupils with SEND access the curriculum, develop independence and achieve their full potential. Support may include literacy and numeracy intervention, study skills, organisational support and subject-specific assistance. Provision is tailored to individual need and may be delivered through individual, paired or small-group sessions.

Pupils receiving Learning Support have clearly identified targets and support strategies, which are reviewed regularly. Relevant information is shared with staff through the SEND Register and associated support documentation.

Pre-Prep

The Learning Support Department will:

- Liaise with teaching staff and the designated member of staff responsible for SEND to ensure that appropriate provision is in place for each pupil.
- Observe pupils and provide advice, guidance and support to Pre-Prep staff, where appropriate.
- Support the early identification of pupils who may require additional support or intervention.

Prep School

The Learning Support Department will:

- Liaise with the Senior School to ensure effective transition and continuity of support for pupils with SEND.
- Share relevant information relating to pupils receiving Learning Support to ensure their needs continue to be met.

- Advise on appropriate examination access arrangements for entrance assessments and other relevant examinations.

Senior School

The Learning Support Department will:

- Assess, implement, monitor and review examination access arrangements, where appropriate.
- Liaise with the Examinations Officer to ensure that access arrangements are awarded and implemented in accordance with current JCQ regulations.
- Support transition planning for pupils moving to Sixth Form, further education or higher education, where appropriate.
- Liaise with external agencies and post-16 providers as necessary to support pupils' ongoing needs.

Whole College Responsibility

In accordance with the SEND Code of Practice (2015), all teachers are responsible for the progress, wellbeing and inclusion of pupils in their care, including those with SEND.

Class teachers are expected to:

- Monitor the progress of all pupils.
- Identify and respond to emerging learning needs.
- Adapt teaching to meet individual needs.
- Implement agreed strategies and reasonable adjustments outlined within SEND support plans and Individual Learning Plans (ILPs).
- Work collaboratively with the Learning Support Department and parents/carers to support pupil progress.

7. School Action

In general, the College follows the graduated Assess-Plan-Do-Review approach outlined in the SEND Code of Practice (2015). Provision is regularly reviewed and amended in response to pupil progress and evolving needs. Once a potential need for support (which is different from, or additional to, the school's differentiated curriculum) is identified, the following actions take place:

- Parents/carers are advised by class teachers and/or the SENCO that SEN provision is being considered for their child.
- In consultation with parents/carers, the nature of intervention is discussed.
- Detailed assessments of pupils' strengths and weaknesses are undertaken, and an Individual Learning Plan (ILP) is drafted.
- The ILP records relevant background and contextual information alongside the pupil's strengths, areas for development and agreed targets. In the Senior School, the ILP is reviewed termly, whilst in the Prep School long-term objectives are documented and reviewed regularly.
- In both schools, targets are written in consultation with the pupils.
- The following levels are assigned to pupils: 1= Monitor, 2= Small group support, 3= 1-2 lessons per fortnight, 4= more than 2 lessons per fortnight. These levels determine the need for extra LS lessons and/or the involvement of external agencies such as Educational

Psychologists, Occupational Therapists, Speech and Language Therapists, Psychiatrists or other medical professionals.

- In the Senior School, Educational Psychologists' advice is often sought at an earlier stage because of the need for access arrangements in examinations.

8. Request for Education and Health Care Plan (EHCP)

In exceptional circumstances, where a pupil's needs cannot be fully met through the support ordinarily available within the College, the College may, in consultation with parents/carers and relevant external professionals, request that the Local Authority (LA) undertake an Education, Health and Care (EHC) needs assessment.

Any request for an EHC needs assessment will be supported by appropriate evidence, including information about the pupil's needs, the provision already implemented, and the progress made over time. Evidence will demonstrate that the pupil continues to experience significant difficulties in accessing learning or making expected progress despite targeted intervention and support. The College will work collaboratively with parents/carers, the pupil and external agencies throughout the assessment process.

9. Annual Reviews of an EHCP

All Education, Health and Care Plans (EHCPs) will be reviewed at least annually in partnership with the pupil, parents/carers, the Local Authority (LA) and relevant school staff.

The purpose of the annual review is to:

- Evaluate the pupil's progress towards the outcomes specified in the EHCP.
- Review the effectiveness of the support and provision in place.
- Consider the views, aspirations and needs of the pupil and their parents/carers.
- Identify any amendments required to ensure that the EHCP continues to meet the pupil's needs effectively.

The College will contribute to the review process and work collaboratively with all parties to support the pupil's educational progress, wellbeing and future aspirations.

10. Referrals to the Learning Support Department

Pupils may be referred to the Learning Support Department through a variety of routes, including:

- Information received prior to admission indicating that a pupil has identified SEND or may require additional support.
- The College's assessment, screening, standardised testing and monitoring procedures, where concerns are identified regarding progress, attainment or access to learning.
- Referrals from teachers, tutors or other members of staff who have concerns about a pupil's learning, wellbeing or progress.
- Concerns raised by parents/carers.
- Recommendations from external professionals or previous schools.
- Assessments undertaken prior to entry to the College to help identify support needs and inform appropriate provision.

Following referral, the Learning Support Department may undertake further assessment and gather information from relevant staff, parents/carers and the pupil. Where appropriate, pupils and

parents/carers will be involved throughout the process of identifying needs and determining suitable support.

Any Learning Support provision will be based on an assessment of the pupil's individual needs and may include targeted interventions, Learning Support lessons, classroom strategies or referral to external professionals.

11. Monitoring and Evaluation within the Department

The effectiveness of Learning Support provision is monitored regularly to ensure that pupils make appropriate progress and receive support that meets their individual needs.

Progress is evaluated through:

- Ongoing assessment and monitoring of academic progress.
- Standardised assessments, where appropriate.
- Reviews of Individual Learning Plans (ILPs) and agreed targets.
- Feedback from pupils, parents/carers and staff.
- Consideration of examination outcomes and wider indicators of progress and wellbeing.

The Learning Support Department meets regularly to review pupil progress, discuss emerging concerns and evaluate the effectiveness of support and intervention strategies.

12. Funding

Learning Support lessons are provided in addition to the main College curriculum and may be recommended where a pupil's assessed needs indicate that additional support would be beneficial. Where Learning Support lessons are provided, the associated costs will be charged to parents/carers on a termly basis and communicated in advance.

13. Children with an EHCP

The College considers all applications on an individual basis and does not automatically exclude pupils with an Education, Health and Care Plan (EHCP).

Applications from pupils with an EHCP will be considered in accordance with the College's Admissions Policy, taking account of the pupil's identified needs, the reasonable adjustments that can be made, and the College's ability to provide appropriate support and provision. Admission decisions are made by the Head of College or relevant Head of School, following consultation with the Learning Support Department and, where appropriate, other relevant professionals.

Where a pupil has an EHCP, the College will work collaboratively with parents/carers, the pupil and external agencies to ensure that the provision specified within the plan is implemented effectively. The Learning Support Department works closely with teaching staff to ensure that they understand the pupil's needs and can provide appropriate support and reasonable adjustments within the classroom.

14. Education and Welfare Provision for Pupils for Whom English is an Additional Language (EAL)

The College is committed to ensuring that pupils for whom English is an additional language (EAL) are fully supported to access learning, participate in College life and achieve their potential. Pupils whose first language is not English may be assessed before admission to determine their level of English proficiency and any support required. Where appropriate, EAL tuition may be included within a pupil's timetable and delivered through individual or small-group lessons.

The College therefore recognises that EAL is not, in itself, a special educational need. However, a pupil may be both an EAL learner and have SEND. Where concerns arise regarding a pupil's progress, appropriate assessment will be undertaken to identify the nature of any underlying need. The College aims to:

- Ensure that EAL pupils develop the English language skills required to access the curriculum and participate confidently in College life.
- Monitor and support the academic progress and wellbeing of EAL pupils.
- Provide appropriate language support according to individual need.
- Promote an inclusive environment in which linguistic and cultural diversity is recognised, valued and celebrated.
- Work in partnership with parents/carers to support pupils' language development and educational progress.
- Ensure that staff are aware of the needs of EAL pupils and can implement appropriate classroom strategies and support.

Where appropriate, pupils may be prepared for qualifications such as IELTS or ESL IGCSE to support future educational progression.

EYFS Provision

The College recognises the importance of supporting children with EAL in the Early Years Foundation Stage (EYFS). Children requiring EAL support will be provided with opportunities to develop their English language skills, both spoken and written, whilst valuing and supporting the continued development of their home language.

Reasonable steps will be taken to support communication and language development through partnership with parents/carers and through appropriately planned teaching and learning opportunities.

15. Safeguarding of SEND Pupils

The College recognises that pupils with SEND may face additional barriers to recognising, reporting or communicating abuse, neglect or other safeguarding concerns. These barriers may include communication difficulties, assumptions that indicators of abuse relate to a pupil's disability or additional need, social isolation, or increased dependence on adults. Staff must remain vigilant to these additional vulnerabilities and follow the procedures outlined in the College Safeguarding and Child Protection Policy. Any safeguarding concerns regarding a pupil with SEND must be reported promptly in accordance with the College's safeguarding procedures.