



POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Last reviewed:	January 2026
Next review due:	January 2027
Reviewed by:	Special Educational Needs Co-ordinator (SENCo)

1. Principles

- The starting point of the school's statement of Aims and Ethos is that 'our overriding aim is to enable all of our students, throughout the age and ability range, to achieve to the best of their potential, both academically and personally'. We believe that all our students should be given equal opportunities to develop their talents and abilities to their full potential.
- Achieving these aims is a collective responsibility shared by all staff. Being aware of the special educational needs and/or disabilities that some of our students may have, and addressing these in a positive and effective way, rests on a whole-school approach in which teaching staff take responsibility for meeting the individual needs of all students through high quality teaching that is adapted and personalised (Quality First Teaching).
- Teaching staff at d'Overbroeck's are committed to, and experienced in, providing a classroom environment which enhances the learning opportunities of all students.
- We take the view that young people with special educational needs and/or disabilities often have a uniquely valuable perspective on their own needs. Students are encouraged to contribute to the assessment of their needs and of the techniques and approaches that they would find most helpful.
- We provide opportunities for parental involvement in the process, to share information with them and to listen to and consider their views, suggestions and feedback.
- As a school, we encourage students to be ambitious and are proud of the fact that our track record with those of our students who have special educational needs and/or disabilities has been consistently strong over many years. Many have achieved considerable academic success; and the feedback from students and their parents has been that they have found the staff helpful and supportive, and that they have developed self-advocacy, self-belief, enjoyment of academic work and the qualifications necessary to enable them to progress to the next stage of their lives, be it in higher education or a vocational pathway.
- Following the 2025 updates to Keeping Children Safe in Education, the school recognises that misinformation, disinformation and conspiracy content now constitute statutory online safety risks requiring proactive mitigation and that young people with SEND may be particularly vulnerable.

2. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEN Code of Practice 2015, Section 6).

Not all students with a diagnosed learning difficulty or disability will require special educational provision to be made for them. The vast majority of our students' needs are met within our Universal Offer (Tier 1) of being an inclusive and nurturing school.

3. Admissions

Specific information for applicants with SEND can be viewed in the associated Admissions Policy.

4. Safeguarding and children with special educational needs and disabilities

Specific information for students with SEND can be viewed within the associated policy for Safeguarding and Promoting the Welfare of Children.

In accordance with the Equality Act 2010, the school must make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

5. Supporting students with medical conditions

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In the case of a student with a disability, the school will comply with its duties under the Equality Act 2010. Some students with SEND may have a statement/Education, Health and Care Plan, which brings together health and social care needs as well as their special educational provision.

We will support students with medical needs in line with its own policy and relevant DfE guidance.

6. Identification of additional needs and risk factors to meeting potential

- At all sites, the admissions process ensures multiple opportunities to obtain information about students' learning and development including historical or current difficulties and barriers that may impact access to or progress in learning. This may include performance in entrance tests.
- GL Exact or NGRT screening takes place at all sites to support us in addressing the needs of individuals and cohorts.
- Baseline testing and in-school academic tracking allows teachers to highlight students that are not meeting their potential.
- Formative and summative assessment enables us to also monitor student progress and identify instances where a student may not be making progress in line with their peers.

- Students are regularly monitored through the interactions they have with their teachers and the learning environment.
- In line with the SEND Code of Practice (2015), instances of a student making less-than-expected progress triggers additional monitoring and potential intervention.
- Strong relationships that exist between students and their teachers enable the SEND team to have regular communication with teaching staff about the progress of the students in their classes.
- Regular and robust meetings exist to highlight and collaborate on next steps for students of concern. Students may be identified/referred to through their Personal Tutors, Directors of Studies or through teaching staff.
- We work closely with the pastoral team to discuss and manage the provision of high-level needs students.
- The SENCO meets regularly with senior leaders to discuss the needs of students in order to enable students to fully reach their potential through possible additional support and interventions.

7. Types of SEND that are provided for at d’Overbroeck’s

d’Overbroeck’s currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** – for example, autistic spectrum condition, Asperger’s Syndrome, speech and language difficulties.
- **Cognition and learning** – for example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties** – for example, attention deficit hyperactivity disorder (ADHD), anxiety, eating disorders.
- **Sensory and/or physical needs** – for example, physical difficulties, visual impairments, hearing impairments, epilepsy.

8. Support for students with SEND

8.1 The Universal Offer (Tier 1)

- *“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEN Code of Practice 2015, Chapter 6.36)”*
 - Quality First Teaching that is differentiated accordingly for individual pupils is the first step in supporting pupils that have been identified with learning needs and/or disabilities.
 - At d’Overbroeck’s the first step in supporting students is to ensure that they are experiencing high quality teaching and learning in the classroom, and have access to outstanding pastoral care.
- *“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality*

of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (SEN Code of Practice 2015, Chapter 6.37)"

- A skilled SEND team has recently been recruited to invest in our Universal Offer. The SEND team have access to regular CPD for SEND. Led by the Special Educational Needs Co-ordinator (SENCo), they support and collaborate with all Directors of Studies, Personal Tutors and teachers to ensure that our Universal Offer meets the needs of the vast majority of students at our school.
- Our curriculum planning, professional development and staff training all focus on supporting all students to make progress.
- Our Universal Offer, referred to as Tier 1, is achieved via:
 - small classes;
 - inclusive and nurturing environment;
 - individual knowledge of all students;
 - readily available additional background information about students' learning available to teachers;
 - specialist subject knowledge of teachers;
 - ongoing training for teaching staff;
 - outstanding pastoral support through Form Tutors, Directors of Studies and site-specific Heads of Pastoral;
 - regular sharing of any concerns between academic and pastoral teams in order to get a secure overall picture;
 - robust monitoring of progress;
 - targeted subject clinics;
 - subject booster groups;
 - academic mentoring;
 - coaching;
 - alternative or reduced academic timetables;
 - access to school counsellor;
 - supported study groups.

8.2 SEND Support (Tiers 2 and 3)

If a student is assessed as needing more targeted development than is offered in our Universal Offer (Tier 1) and their needs will be assessed by the appropriate staff to devise next steps:

- Tier 2 – overseen by site specific SEND team lead or pastoral team if this is a better fit (if the latter the SENCo will work closely with the pastoral team).
- Tier 3 – overseen by SENCo and/or pastoral team if this is a better fit (if the latter the SENCo will work closely with the pastoral team).

Next steps depend on the severity, complexity and specific needs of each individual as well as their longer-term aspirations for the future.

Examples could be:

- a short-term time bound intervention with a Higher-Level Teaching Assistant.
- a short-term time bound intervention with a specialist subject teacher.

- a regular pastoral check-in.
- input from an external agency, eg, Autism support, CAMHS, student mentoring.
- a plan to improve access to the Universal Offer, or to target specific parts of the Universal Offer to make them more effective.
- observations in class.
- a fixed term of closer monitoring and planning with relevant teachers.
- creation of a Student Development Plan or Student Profile on iSAMs

Students move between the Tiers on a 'needs basis' and being placed in a particular Tier does not mean that student will remain at that Tier indefinitely.

8.3 Education, Health and Care Plan (Tier 4)

Where a student has an Education, Health and Care Plan (EHCP) they will be supported at Tier 4. This level of support includes three meetings each academic year between the SENCo, parents and any other required professionals. Special Educational Provision will be mapped out according to the individual needs of the young person and their longer-term aspirations.

Students with an EHCP will remain at Tier 4 throughout their time at our school.

9. Provision in examinations

The Joint Council for Qualifications (JCQ) define rigorous procedures for awarding access arrangements in examinations. There must be:

- a history of difficulty;
- evidence that the accommodation is the student's normal way of working in school;
- specialist evidence that proves that the impairment is substantial and longstanding (not minor, trivial, or temporary).

All accommodations are scrutinised and inspected by the JCQ annually. Examples of some accommodations typical of students at d'Overbroeck's are:

- word processor;
- supervised rest breaks;
- extra time;
- separate invigilation;
- scribe;
- computer reader.

Each arrangement has its own criteria for eligibility.

The SENCo is responsible for the awarding of access arrangements. A student does not have to be on the SEND Register (Tier 2 and above) to be awarded access arrangements and not all students on the SEND Register will be eligible for any and all arrangements on offer. The SENCo will work with the student – with consultation from their subject teachers – to ensure that the appropriate accommodations are awarded to them in each subject. In accordance with the JCQ AARA 2025–26 regulations, the SENCo must trial and exhaust supervised rest breaks before applying for 25% extra time for candidates whose needs arise from a non-learning-difficulty impairment.

Please see the Exams Access Arrangements policy for further information.

9.1 In-school examinations

Students with SEND in any year group will receive the same consideration in in-school examinations as they would in a public examination. This enables the school to trial different arrangements with a student and to show that these arrangements are the student's normal way of working.

9.2 Special arrangements in public examinations

Applications for special arrangements in public examinations are made by the school's Examinations Officer as early as possible in the academic year and well in advance of the deadline set by the examination boards (applications must be complete and submitted by February half term of the year of examination).

Parents are asked to discuss such arrangements with the appropriate members of staff well in advance of the start of the examination session to ensure that there is plenty of time for the necessary process to be administered.

Please see the Exams Access Arrangements policy for further information.

10. SEND key professionals

SENCo – Lisa Pearson lisa.pearson@doverbroecks.com

Deputy SENCo – Rachel Bayley rachel.bayley@doverbroecks.com

Higher Level Teaching Assistant – Jeremy Whitcombe

Higher Level Teaching Assistant – Celyn Marsh

11. Associated policies

The following associated policies are available from the school [website](#) or from the school office upon request:

- Admissions policy
- Disability inclusion policy (including the accessibility plan)
- Equal opportunities policy for students
- Exams access arrangements policy
- Safeguarding and promoting the welfare of children

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