

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Last reviewed:	September 2026
Next review due:	September 2027
Reviewed by:	Special Educational Needs Co-ordinator (SENCo)
Approved by Board of Governors:	

1. Policy Statement

- Our Aims and Ethos sets out 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.
- Staff at d’Overbroeck’s are committed to, and experienced in, providing a learning and boarding environment which enhances the opportunities for all students.
- Our aims are to:
 - identify SEND at the earliest opportunity;
 - create an increasingly inclusive learning environment by removing barriers to learning and participation and facilitating inclusive teaching and learning;
 - promote independence, resilience and equality of opportunity;
 - ensure effective transition into Sixth Form, university and employment;
 - support students in all aspects of school life, including boarding where appropriate;
 - work collaboratively with students, parents/guardians and external professionals.

2. Principles

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.

In accordance with Section 19 of the Children and Families Act 2014, at d'Overbroeck's:

- We take the view that students 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 adopting strategies and approaches that they would find most helpful.
- We provide opportunities for parental involvement in the process, share information with them and listen to and consider their views, suggestions and feedback.

3. Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a young person has 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 students of the same age by mainstream schools. (SEND Code of Practice 2015, Section 6).

A student will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the EAL Policy. However, if a student with EAL has identified SEND, they will be supported at the appropriate **Tier**.

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.

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.

4. Admissions

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

5. 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 will make reasonable adjustments to ensure that disabled students are not placed at a substantial disadvantage compared with their peers.

In accordance with 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 students with SEND may be particularly vulnerable.

6. Supporting students with medical conditions and disabilities

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 medical conditions and/or disabilities may have an Education, Health and Care Plan, which brings together health and social care needs as well as their special educational provision.

Support for students with medical needs is outlined in our Health and Safety Policy and our Disability and Inclusion Policy (and Accessibility Plan).

7. Identification of SEND

- 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.
- Documentation (diagnostic reports, previous school files) is requested from parents/guardians, students and previous schools to inform us of student need. Where this is not provided, it remains the responsibility of parents to be transparent about student need during the admissions process and to ensure the school is given all relevant information and documents in good time to support adequate and effective provision.
- Screening on entry and other key transition points takes place to support us in addressing the needs of individuals and cohorts.
- Academic tracking allows teachers to highlight students that are not meeting their potential or making less than expected progress.
- The strong relationships that exist between students and their teachers and where applicable, boarding teams serve to highlight concerns which are then systematically shared with the SEND team through existing channels and our internal referral process.
- Parents and students may sometimes raise concerns themselves. These should be directed to the relevant director of studies/personal tutor in the first instance.
- Following referrals, the SEND team will then collect further information from other teachers, DoS/personal tutors and CPOMs and then may take one or more of the following actions:
 - schedule a time to meet with the student to administer diagnostic tests (that may then form the basis of exam access arrangements);
 - monitor the student for a short period in order to collect further information;

- observe the student in lessons;
- discuss the referral with key members of staff e.g. HOY, HOD, DOS/PT regarding current interventions in place for the student;
- contact parents to gather further information about student and/or recommend referral to an external agency such as GP/CAMHs, Educational Psychologist, SaLT, etc.
- The SEND team will feedback details of the action decided upon and/or recommendations for the teacher with suggestive strategies.

7.1 International students

The school recognises the unique challenges faced by international students. Additional considerations may include:

- English language acquisition;
- cultural adjustment;
- separation from family;
- different educational expectations;
- transition to UK qualifications and higher education pathways.

SEND identification processes will avoid confusing limited English proficiency or cultural differences with SEND. For international students, assessments will consider:

- previous curriculum experiences;
- language acquisition;
- cultural and educational differences;
- interrupted education, where relevant.

8. Support for students with SEND

Where a student is identified as having SEND, support will follow the graduated approach as set out in the SEND Code of Practice (2015)

The school will use its best endeavours to secure the educational provision required in accordance with Section 66 of the Children and Families Act 2014

8.1 Our Universal Offer (Tier 1)

- In accordance with guidance set out in the SEND Code of Practice (2015) the first step in supporting students is to ensure that they are experiencing high quality teaching and learning in the classroom. At d'Overbroeck's, we also focus on ensuring every student has access to outstanding pastoral care.
- Our curriculum planning, professional development and staff training focus on supporting all students to make progress.
- The SEND team, directed by the SENCo, supports and collaborates 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. This includes reviewing and, where

necessary, improving teachers' understanding of strategies to identify and support students with SEND

- Our Universal Offer, referred to as **Tier 1**, is achieved via:
 - small classes;
 - inclusive and nurturing environment;
 - individual knowledge of all students;
 - accessible information about students' learning profile available to teachers (student profile on iSAMs)
 - specialist subject knowledge of teachers;
 - ongoing training for teaching staff;
 - outstanding pastoral support through Personal Tutors, Directors of Studies and Senior Leadership.
 - 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;
 - alternative or reduced academic timetables;
 - access to school counsellor;
 - supported study groups.
 - participation in extra and super curricular activities, such as the Horizons program

8.2 SEND Support (Tiers 2 and 3)

If a student is assessed as needing additional/targeted support than that offered in our universal offer (**Tier 1**) their needs will be assessed by the appropriate staff to devise next steps:

- **Tier 2** – overseen by SENCo/Deputy SENCo or pastoral team if this is a better fit (if the latter the SENCo/Deputy SENCo will work closely with the pastoral team).
- **Tier 3** – overseen by SENCo/Deputy SENCo and/or pastoral team if this is a better fit (if the latter the SENCo/Deputy 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 academic/wellbeing targets.

Examples could be:

- a fixed term of closer monitoring and planning with relevant teachers.
- a short-term time bound intervention with a Higher-Level Teaching Assistant/SpLD practitioner.
- 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.
- creation of a Development Plan with focused targets that will be reviewed by the SEND team in collaboration with the student, staff and parents.

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

Where a student is deemed to need more individualised, targeted or longer-term provision, this will be offered at an additional cost in order to ensure consistent access and that available capacity is not removed from other students who will continue to require short-term time-bound interventions. A costed provision map will be shared with parents who will need to consent to fund the additional costs. Whilst a student's place at the school is not dependent on this consent, if it is deemed that the school cannot meet the students' needs without this provision, the student's continued place may need to be reconsidered.

Where a student's needs cannot be adequately met without additional costs, we may suggest that parents make an application for an Education, Health and Care Needs Assessment. The school will:

- Contribute evidence to assessment, including meetings with external professionals
- Support parents as much as reasonably practicable through the process.

The school cannot ensure that, should the Local Authority award an EHC Plan, we will then be able to meet the students' needs. It may follow that alternative provision may have to be sought for the student.

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 more frequent 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.

Where a student is deemed to need more individualised, targeted or longer-term provision, this will be offered at an additional cost in order to ensure consistent access and to ensure that available capacity is not removed from other students who will continue to require short-term time-bound interventions. A costed provision map will be shared with parents/Local Authority who will need to consent to fund the additional costs. Whilst a student's place at the school is not dependent on this consent, if it is deemed that the school cannot meet the students' needs without this provision, the student's continued place may need to be reconsidered.

9. Partnership with parents/guardians and agents

Parents and students will be actively involved in decisions affecting SEND provision. The school will:

- communicate regularly with families;
- share progress information;
- seek student voice;
- involve parents/guardians, students and, where appropriate, agents, in planning and reviewing support.

10. Additional support and external agencies

The school may work with:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- Health Services;
- Social Care Services;
- SEND Support Services;
- CAMHS and Mental Health Services.

11. 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 accessing additional support (**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

regulations, the SENCo must consider 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.

11.1 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. In Years 7-9, this may not always be the same arrangements that students had at their previous setting. JCQ regulations apply for external examinations for Level 2 (GCSE) and A Level (or equivalent) so evidence will be gathered during these years to ensure that, as far as possible, arrangements are confirmed for the start of Year 10.

11.2 Access arrangements in public examinations

Applications for access 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.

Please see the Exams Access Arrangements policy for further information.

12. Roles and responsibilities

12.1 Board of Governors

The Board of Governors will:

- monitor SEND provision;
- ensure compliance with legal obligations;
- review policy and practice.

12.2 Principal

The Principal is responsible for:

- strategic leadership of SEND and inclusion;
- allocation of resources;
- ensuring equality and accessibility.

12.3 SENCo

The SENCo will:

- lead and coordinate SEND provision;
- maintain the SEND Register;
- advise colleagues on inclusive practice;
- liaise with parents, guardians and boarding staff;
- coordinate referrals to external specialists;
- oversee examination access arrangements;
- monitor progress and provision.

12.4 Teachers

Teachers are responsible for:

- high-quality teaching;
- differentiation and reasonable adjustments;
- monitoring progress;
- implementing agreed support strategies;
- working collaboratively with the SENCO and pastoral teams.

12.5 Houseparents and Boarding Staff

Boarding staff play a vital role in supporting students with SEND and will:

- contribute to pastoral assessment and monitoring;
- implement boarding support strategies;
- ensure communication between academic and boarding teams;
- support students' emotional wellbeing and independence.

13. SEND key professionals

SEND Governor – Lynne Horner

SENCo – Lisa Pearson lisa.pearson@doverbroecks.com

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

SpLD Practitioner – Georgina Tate-Davies

Higher Level Teaching Assistant – Jeremy Whitcombe

Higher Level Teaching Assistant – Celyn Marsh

14. Data security

The school will maintain accurate and up to date SEND records complying with the UK GDPR and the Data Protection Act 2018.

Where applicable, application for external examination access arrangements will be processed using Access Arrangements Online for approval by JCQ or agreed by the school, where we are authorised to do so. Evidence will be retained on file for inspection purposes.

15. 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)
- EAL policy
- Equal opportunities policy for students
- Exams access arrangements policy
- Health and safety policy
- Safeguarding and promoting the welfare of children