



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This is a whole school policy that covers both RGS and RGS Prep

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1. Introduction

1.1 RGS and RGS Prep is committed to the equal treatment of all students including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for students with SEND by:

- i. Using our best endeavours to ensure all students get the support they need in order to access RGS and RGS Prep's educational provision.
- ii. Considering reasonable adjustments alongside our admissions policy.
- iii. Ensuring that RGS and RGS Prep students with SEND and disabilities, can engage as fully and safely as possible in school life.
- iv. Ensuring parents are informed when a special educational provision is made for their child, and are kept up to date with their child's progress and development.

1.2 This policy has regard for the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

- Equality Act 2010
- Students and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage (April 2017)

1.3 This policy should be read in conjunction with the following policies:

- Admissions policy
- Equal Opportunities Policy
- Accessibility Plan and Reasonable Adjustment for Disabled Students Policy
- Entrance examinations, concessions and access arrangement policy
- Early Years Foundation Stage Policy
- Data protection policies (Data Protection Policy, Retention Management Policy and the Privacy Notices)
- EAL Policy

2. Definition of Special Educational Needs

2.1 A child or young person has special education needs if they have a learning difficulty or disability which calls for a special education provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students their age.
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age.

2.2 Students will not be regarded as having a learning difficulty because their first language is not English. Further detail of how RGS and RGS Prep supports students whose first language is not English is set out in the English as an Additional Language Policy.

3. Governor and staff responsibilities

3.1 The governing body is responsible for determining the school policy and provision for students with SEND.

3.2 The Head and Head of Prep are responsible for overseeing all aspects of the school's SEND provision and keeping the governing body fully informed of the implementation of RGS and RGS Prep's policy in practice.

3.3 The Learning Support Team are responsible for the following:

- Overseeing the strategic development of the SEND policy and provision in the school, together with the Head and governing body;

- ii. Managing the day-to-day responsibility for the operation of the SEND policy;
- iii. Co-ordinating provision for students with SEND and disabilities, including those who have EHCP plans;
- iv. Ensure all staff understand their responsibilities to students with SEND and the school's approach to identifying and meeting SEND;
- v. Ensuring staff are given relevant information relating to a child's learning support needs/or disabilities so that teaching practices are appropriate;
- vi. Where appropriate, liaise with medical staff and appropriate members of the pastoral team;
- vii. Liaise with any external agencies to support a child as necessary;
- viii. Ensure that all SEND records are kept up to date and understand that aspects of these records, may be confidential.

3.4 The school recognises that SEND covers a range of social, emotional and mental health needs. These are overseen by the Senior Deputy Head (Senior School) and Assistant Head: Head of Wellbeing (Prep). The Head of Learning Support and Senior Staff work collaboratively to meet students' needs. Further detail on this support can be found in the Pastoral Care Policy.

4. Identifying and supporting students with SEND and Disabilities

4.1 RGS and RGS Prep acknowledge that there will be a proportion of students who have a neuro diverse profile, which may need additional support. The school maintains an open attitude to supporting the needs of students with additional SEND. However, it also acknowledges that it does not have the facilities to support complex and severe needs, which would require highly specialised support and facilities.

4.2 The SEND policy aims to ensure:

- i. That all students with SEND have their needs identified in order to support academic progression and continued good physical health and mental wellbeing.
- ii. That all students can access a balanced curriculum as far as their needs allow, differentiated where appropriate, and engage in the activities of the school alongside those who do not have SEND.
- iii. That all staff enable all students with SEND to access the curriculum by providing extra support or additional resources and reasonable adjustments where appropriate and are aware of their barriers to learning.
- iv. That students with SEND are supported sensitively at key transition points: e.g. from Pre-Prep to Prep and from Prep to Senior school.

5. Admissions

5.1 Parents of all prospective students are encouraged to give full details of the nature and effect of any disability or specific learning difficulty affecting their child in order to enable the School to consider any reasonable adjustments it might need to make.

5.2 In assessing any student, or prospective student, the School may seek advice and suggest assessments, as it deems appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some reasonable adjustments can and will be made.

5.3 Given the academically selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all students, but individual reports on SEND will be taken into account when implementing access arrangements for examinations. Further information can be found in the Admissions Policy.

6. Inclusion Within the School and Access to the Curriculum

6.1 Students with SEND have no restrictions placed on them regarding accessing the curriculum or any activity that RGS and RGS Prep offers, subject to the entry requirements that apply to all students in the Senior and Prep school. Setting takes place in some subjects, where students are assessed according to their needs and placed where they will make the best progress. All students can move between sets when this is appropriate. As well as the students themselves, teachers are responsible and accountable for the progress and development of the students in their class, including those who access support from specialist Learning Support staff. There are no restrictions on SEND students attending any extracurricular activities, apart from when such an activity may be detrimental to their health or mental wellbeing, in consultation with relevant parties. Any adjustments which need to be made for students with SEND are reflected in risk assessments. Form teachers and Heads of Year take time to make sure they are familiar with the strengths, talents, interests and abilities of all the students in their class/section. All staff and students within the school are expected to have or develop tolerance for the disabilities and needs of others.

7. Facilities for Students with SEND

7.1 Please also see the Accessibility Policy.

7.2 The school has a range of specialist SEND facilities in place. These include lift access for students who have difficulties using the stairs in the senior school, wheelchair access, curriculum support through small group teaching and extra-curricular activities, specialised revision and examination preparation and assistance during examinations through access arrangements.

8. Identification of Needs

8.1 The school aims to identify students with SEND as early as possible through screening, concerns raised by teachers as a result of monitoring work in lessons, homework, school tests and examinations. Students or parents may also raise concerns regarding progress. Information from assessments by external agencies such as education psychologists or medical reports may also identify difficulties.

8.2 The Head of Learning Support (Prep and Senior) will consider any concerns about a student by analysing results of screening, collating feedback from the student's subject and pastoral teachers

and discussion with the student and their parents. If appropriate, the Head of Learning Support (Prep and Senior) will offer the option of further assessment to consider educational attainment and cognitive skills, which help with the planning and appropriate support within the Learning Support Department and in the classroom. If deemed necessary, the Head of Learning Support (Prep and Senior) will recommend an assessment with an external Specialist Teacher/ Educational Psychologist or other professional best suited to assessing the student's needs, the cost of which is covered by parents.

8.3 The professional report will be summarised by the Head of Learning Support Prep or Senior (as appropriate) who will provide a summary for all staff in the form of a Pupil Profile. This will include implications for academic performance and support in the classroom. The Head of Learning Support (Senior and Prep) will discuss the results and the recommendations of the assessment with parents and, if a Senior School student, the student themselves. A summary of the report will be held on the student's Learning Support file, along with the summary recommendations, which will be made available to all members of staff on the school's OneDrive directory (Prep) or Schoolbase (Senior).

8.5 If a learning need is identified, the school follows the Assess, Plan, Do and Review cycle.

8.6 The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the most up to date Joint Council for Qualifications (JCQ) regulations, Cambridge Assessment International Education regulations (CAIE) and Pearsons International regulations for public examinations to help establish a history of need and normal way of working. (See Access Arrangement Policy for further detail). Extra time and other access arrangements are given to students in the Prep School who have these recommendations included in their specialist report.

8.7 Any student who is identified with needs by the Learning Support Department, will be recorded on the Learning Support Register, which will detail the student's name and year, a summary of their special needs, the date of any assessments and examination concessions (where applicable). Teaching staff must then make note of those students in the classes with SEND and adapt their teaching accordingly. RGS and RGS Prep recognise that students may come off the register if they are achieving at the level expected.

8.8 At RGS Senior school, Exam Access Arrangements to support learning difficulties or disabilities can only be considered if the assessor, Specialist Teacher or Educational Psychologist is known to the school and has a working relationship with the school. The Head of Learning Support can provide parents with details of recommended professionals to ensure compliance with JCQ regulations. These professionals will be known to the school, whereby all qualifications and certificates provided will be kept securely. The recommended professional may be asked to discuss the findings of a student's assessments with the Head of Learning Support.

8.9 In accordance with the JCQ regulations (7.3) at RGS Senior School all external and recommended professionals must make contact with the school to collect information prior to any assessment.

8.10 A privately commissioned assessment carried out without prior consultation with RGS Senior School cannot be used to award access arrangements in examinations.

8.11 Exam Access Arrangements may be awarded for reasons other than learning difficulties or learning disabilities, for example communication and interaction needs (e.g. ASD); physical needs; medical needs; social, emotional and mental health needs (e.g. ADHD). Specialist evidence must confirm the diagnosis and how this may impact the student's learning. In order to ensure the

assessor meets exam board requirements, parents should contact the Learning Support Department for recommended specialists where appropriate.

8.12 Parents should be aware that recommendations from specialists or assessors are not sufficient evidence in themselves to allow for Exam Access Arrangements. The School must be able to further demonstrate need in accordance with JCQ regulations.

9. Support for Students of Concern

9.1 Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, in spite of learning support intervention, will be monitored in a range of additional ways. This may include observations, staff meetings, academic review meetings, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be discussions between the Head of Year/Class teacher/Subject teacher and Head of Learning Support and further screening or assessment may well be utilised. Subject teachers will take steps to provide scaffolded learning opportunities that will aid the student's academic progression and enable the teacher to understand better the provision that needs to be applied.

9.2 Specialist Learning Support

9.2.1 Learning Support at RGS and RGS Prep is offered on a small group or one-to-one basis. If a student's parent agrees to specialist support by the Learning Support Department, the Head of Learning Support will allocate the student to a Learning Support intervention taking into account the student's Key Stage and any specific needs.

9.3.1 In Pre-Prep there are Teaching Assistants in every class who support learning needs. In Prep, Learning Support Assistants support some core subject classes, according to need.

9.3.2 The Learning Support department will prepare a Pupil Profile for each student which will include a summary of their needs, access arrangements, the external report recommendations and quality first teaching strategies.

9.3.3 In the Prep school, students with one-to-one provision have targets set which are achievable and measurable. These are reviewed on an annual basis or earlier if the intervention is no longer needed. These targets are shared with parents and where appropriate, discussed with the student.

9.3.4 In the Prep school The Learning Support Department writes reports and in the Senior school the Learning Support Department arranges parents' evening appointments. At RGS and RGS Prep the Learning Support Department communicates with parents on an ad hoc basis.

10. Students with Education, Health and Care Plans

10.1 Any student with an Education, Health and Care Plan (EHC plan) will be closely monitored and their plans formally reviewed annually with the student, parents, the Head of Learning Support and specialist and external agencies.

10.2 If a Local Authority (LA) makes any financial contribution to an ECP plan, the Accounts department will provide the LA with an annual account of income and expenditure for each student.

10.3 In the instance of any student with an EHCP whose funding does not cover the full cost of their support, parents may need to 'top-up' the funding to cover the cost of the school meeting the needs

of their child. The school will employ any additional staff needed to support the child and parents will be invoiced accordingly.

A. Access Arrangements for External Examinations

1. Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time and word processing.

Access Arrangements for External Examinations may only be awarded if JCQ criteria are fulfilled, as set out in their *Access Arrangements and Reasonable Adjustments* document. Evidence of need must be available for inspection annually by JCQ. It is important to note that:

- a diagnosis alone is not sufficient evidence for exam access arrangements in accordance with JCQ regulations;

- external professionals' recommendations are not considered sufficient evidence for access arrangements in accordance with JCQ regulations.

B. Access Arrangements for Internal Assessments

2. At RGS Prep internal assessments are informal, intended to inform teaching and learning rather than to serve as formal evaluations. As such, formal access arrangements (e.g. extra time, readers, or scribes) are not required. Staff are encouraged to apply a flexible and inclusive approach, allowing pupils to work at their own pace where appropriate, while maintaining the informal and diagnostic nature of the activity. Informal assessments are designed to be completed within a standard double lesson. Where pupils are unable to complete the task within this time frame, they are permitted to continue their work using a different colour pen. This allows teaching staff to clearly distinguish the work completed within the allocated time while enabling pupils to finish their responses without undue pressure.

C. Transition to/from Other Educational Institutions

3. The Head of Learning Support will co-operate and liaise with other schools when students join or leave RGS or transfer to another educational setting. In the Prep school, all SEND paper records are handed to the Head of Learning Support at the future school. RGS Senior share all access arrangement documentation with future schools. All paper records are kept in accordance with the GDPR regulations.

Reviewed by: Assistant Head (T&L) / Head of Learning Support (Senior and Prep)

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