SUTTON VALENCE SCHOOL
SINCE 1576

SEND Policy

(Senior School)

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Introduction

At Sutton Valence School we are committed to helping every pupil, irrespective of background, to access a high-quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some pupils may require more support than others and we aim to plan accordingly. This policy has particular regard for pupils with needs which require provision that is different from or additional to that made generally for pupils of the same age. This includes those with learning difficulties, a disability or particular medical needs, as well as our high attainers.

Definitions

A pupil has special educational needs if he or she has a learning need that calls for special educational provision to be made for them. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age. (Education Act 2011) Four broad areas of need:

- Communication and Interaction (e.g. autism, speech and language difficulties)
- Cognition and Learning (e.g. dyslexia, dyscalculia)
- Socia, Emotional, and Mental Health (e.g. ADHD, anxiety)
- Sensory and/or Physical Needs (e.g. visual/hearing impairment, physical disability)

A pupil with a disability is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech and language difficulties, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. Substantial means more than minor or trivial and long-term means lasting or expected to last 12 months or more. (Equality Act 2010, updated Jan 2024)

Medical needs are those which result in a pupil's regular or prolonged absence from school, and which have a significant impact on their education. Ensuring a good education for children who cannot attend school because of health needs. (Statutory guidance for local authorities DfE December 2015)

High attainers are children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). However, there is no national definition of 'more able or 'gifted' pupils or national support program since the Young Gifted and Talented Programme closed in 2010.

Rationale

This policy is written in line with the requirements of:

- Children and Families Act 2014 (Part 3);
- SEND Code of Practice 2014, updated Sept 2024;
- Equality Act 2010, updated Jan 2024;
- Schools Admissions Code, DfE 1 Feb 2021;
- Education (Independent School Standards) Regulations 2014
- Ofsted 2025 Framework (SEND as a standalone inspection category)

Related policies include:

- Admissions Policy;
- Access Plan;
- Pupils' Equal Opportunities Policy.

Principles, Aims and Objectives

We aim to meet the diversity of children's learning at Sutton Valence School setting by way of:

- a broad and balanced curriculum which is relevant to their strengths and needs;
- high quality teaching that is differentiated and which results in progress;
- an appropriate level of challenge;
- promoting a positive attitude and resilience.

Policy

To meet our aims:

- we will provide additional support where appropriate in line with the SEND Code of Practice 2014 (updated Sept 2024);
- we will raise awareness amongst staff of pupils' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly;
- we will work collaboratively with staff, pupils and parents to facilitate progress;
- learning will be purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge;
- we will provide staff with suitable training where required;
- we will engage other professional services where appropriate to give pupils opportunities to take part in all aspects of the school's provision, as far as is appropriate and practicable;
- we will identify, assess, record, and regularly review pupils' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations;
- we will ensure that the responsibilities held by all staff and governors for SEND pupils are met.

Procedure

Pupils with Special Educational Needs and Disabilities (SEND)

We keep a register of SEND pupils. We coordinate their provision in accordance with the SEND Code of Practice, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. We monitor regularly the quality of teaching and learning for pupils with SEND through the use of existing school assessment information and classroom observations and share information through learning profiles which are constantly being updated. Parents or carers are kept informed of a pupil's progress and welfare by subject and pastoral

staff. Where appropriate, the SENCO will contribute to and review annually with parents and pupils Health and Care Plans (EHCP). Pupils will be encouraged to take part in reviews in order that their opinions and preferences may be heard.

Education Health Care Plans (EHCP)

Sutton Valence School currently meets the needs of pupils with an Educational Health Care Plan (EHCP) with the following areas of special educational needs:

- Autism Spectrum Disorder
- Specific Learning Difficulties (Dyslexia and Dyspraxia)
- Moderate Learning Difficulties
- Social, emotional and Mental Health Difficulties
- Physical Disabilities

These children are taught in mainstream classes with additional small group or 1:1 support.

Decisions on the admission of pupils with an EHCP are made by the school based on our ability to provide suitable provision based on their particular needs.

Scholars

We maintain a register of scholars using their entrance examination results and GCSE results for Sixth Form pupils. It is our policy that the main forum for effectively educating our scholars will be in the classroom. Departments will make special provision by way of differentiated resources, teaching techniques, setting and co-curricular activities to encourage independent thought, originality and creativity. The Head of Academic Enrichment coordinates co-curricular activities including Kingdon Society lectures, trips and visits and university applications.

Roles and Responsibilities

The School's governing body and senior management team will ensure that SEND provision is an integral part of the School development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND and scholars.

The Head of Learning Support has overall responsibility for the management of the School's provision for pupils with learning needs.

They will:

- maintain the School's SEND register;
- work closely with parents and outside agencies, including primary and prep schools to ensure a smooth transition;
- co-ordinate the provision for pupils with special educational needs as identified at primary or prep level;
- provide staff with up-to-date information about pupils, including best individual learning practice;
- monitor the quality of teaching and learning for pupils with SEND and their subsequent progress;
- manage training needs and professional development.

Subject teachers and form tutors are responsible for:

- providing an appropriately differentiated curriculum
- referring pupils who they suspect of having a previously unidentified special educational need to the Learning Support department for further investigation.