

Wellington College

Academic Year 2024 - 2025



Document Control

Title of Policy:	SEND Policy 2024-25
Policy/Procedure Owner:	Head of Academic Support
Date Last Reviewed:	April 2025
Ratified by Governors:	

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ACADEMIC SUPPORT AND SPECIAL EDUCATIONAL NEEDS or DISABILITIES (SEND) POLICY

Policy Statement

The policy takes account of the **Equality Act 2010**, the **Children and Families Act 2014**, and the **SEND Code of Practice (2015)**.

Under the **Equality Act 2010**, disability is defined as: “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

This definition overlaps to some extent with the definition of **special educational needs** in the **Children and Families Act 2014**, which includes pupils who have a significantly greater difficulty in learning than the majority of their peers, or a disability which prevents or hinders them from making use of educational facilities generally provided in mainstream schools.

However, not all pupils with SEN are considered disabled under the Equality Act, and not all disabled pupils necessarily have SEN.

Purpose

Wellington College wishes to support all its pupils to become effective, independent learners and thereby to achieve their maximum potential. The college is committed to providing equal access for all pupils to a broad, balanced and differentiated curriculum. As a school we recognise that pupils may be neurodiverse and have special educational needs and/or a disability (SEND) and we will endeavour to make every possible arrangement to provide for their individual needs.

This policy describes the way in which we meet the needs of children with special educational needs and/or a disability (SEND). SEND may relate to neurodiverse pupils that have specific learning difficulties, sensory or physical impairment, emotional or social development, or other such factors as outlined in the SEND Code of Practice 2015.

Definition of SEND

A pupil is recognised as having SEND when their learning, emotional, behavioural, or physical needs are significantly different from those of most pupils of the same age at a given time.

Wellington College in Context

Wellington College is an independent boarding school for pupils from 13-18 years. Among the college’s population there is a proportion of pupils who are neurodiverse and are autistic, there are pupils that have mild/moderate dyslexia, mild/moderate dyspraxia, low level attention deficit (hyperactive) disorder, mild speech and language difficulties, semantic pragmatic language disorders and hearing impairment.

The College has an Academic Support Department consisting of

Mrs Charlotte Jones: BA, PGCE, OCR Diploma SpLD, NCFE CACHE L3, CPT3A
Mrs Ellie Farrell
Mrs Rachel Tyrell
Mrs Cyndi Yeung
Ms Fatima Khalid
Mrs Ruth Babalola
Ms Carla Solano Martinez
Mrs Sarah McKenzie

The Special Educational Needs Coordinator (SENDCo) designate in the school is Mrs Charlotte Jones

Aims

The College and specifically the Academic Support Department aim to:

- Endeavour to identify and meet the needs of any pupil in the school who has SEND, by following guidelines set out in the SEND Code of Practice 2015 as closely as possible.
- Offer pupils with SEND full access to a broad, balanced, and relevant education and provide the necessary support to achieve this.
- Ensure that the views of parents and pupils are considered in any decision making.
- Ensure that no pupil is discriminated against, in any area of school life, based on their SEND.
- Manage SEND assessment and provision with the utmost sensitivity and care.
- Support and contribute to whole school initiatives which aim to develop further all pupils' learning skills.
- Extend support to pupils who may benefit from a programme of individual specialist teaching, regardless of whether they have SEND.
- Follow the principle of an 'Assess, Plan, Do, Review procedure', checking that appropriate evidenced-based interventions are in place, followed by a regular review of progress and adaptations to the support provided, as required.

To achieve these aims, the AS Department seeks to:

- Identify, as soon as possible, any pupil who may have a specific learning difficulty or disability.
- Ensure all staff (academic, pastoral, and medical) are familiar with the SEND Policy and are aware of their role in implementing it.
- Ensure all School staff have the appropriate SEND information, including the nature of a pupil's specific learning difficulties, to be able to support their needs as effectively as possible and reinforce the guidance being offered. Staff are encouraged to regularly check iSAMS and the IEP OneNote where such information will be held and updated.
- Ensure pupils are offered appropriate specialist teaching based on an agreed programme of individual learning plans (IEPs) or, where appropriate, Education, Health and Care (EHC) plans.
- Ensure pupils' progress is reviewed regularly, via a close analysis of whole school assessment data, together with appropriate use of specialist diagnostic tools with the Director of Performance.
- Ensure parents are involved in decisions about a pupil's progress and, if necessary, any future SEND provisions or assessments, e.g. an updated educational psychologist's report.
- Provide whole staff training or advice on supporting pupils with SEND.
- Employ specialist teachers of SEND/Specific Learning Difficulties and provide suitable Insets and skills training
- Review the effectiveness of any programme, IEP or EHC plan, as required.
- Ensure that appropriate examination concessions are in place, in line with the guidelines and criteria specified by examination boards and meet the Joint Council for Qualifications regulations for Access Arrangements and Reasonable Adjustments.

7.0 Guidance

7.1 Admission Arrangements

As requested on the registration form, parents should disclose the nature of any learning disabilities/difficulties. Parents are urged to discuss with the Registrar any reasonable adjustments that need to be put in place in advance of an application for a place in the school. Once the School's admission procedures are met, parents must pass on relevant assessment reports from external professionals, for example educational psychologists, and ensure completion of the electronic

Academic Support and EAL online forms. This information is added to the pupil profile on iSAMS when the annual update for the new academic year is completed in late July.

7.2 Identification of Pupils with SEND

In accordance with the SEND Code of Practice 2015, we recognise that the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.

At the start of each academic year, the SENDCo will liaise with the Master, Medical Centre, Exams Officer, and other relevant members of staff to ensure all SEND information pertaining to a pupil is disseminated and uploaded onto iSAMS and the IEP OneNote. All teachers are expected to refer to the pupil profile and IEP to keep fully informed of their needs and any suggested strategies for support and/or exam arrangements.

7.3 Other Means of Identifying Pupils with a Possible Specific Learning Difficulty or SEND

- Continuous monitoring of a pupil's academic progress through the School's assessment procedures.
- Analysis of MidYis / ALIS results.
- Meetings with the appropriate Head of Section after each series of examinations and, when deemed necessary, continuous monitoring of a pupil's progress in Academic Support lessons.
- Referrals from Head of Section and HMs.
- Meetings with the English Department or other Heads of Departments as required, to discuss individual concerns.
- Internal assessments undertaken by the SENDCo and other suitably qualified members of the Academic Support Department.

7.4 Procedures for Referral to an External Professional

- Once enough evidence of a possible SEN has been gathered by the SENDCo, parents will be contacted to discuss a referral to an educational psychologist or other relevant external professionals.
- Assessments will periodically need to be updated. The SENDCo will contact parents to discuss this prior to the assessment.
- The SENDCo may recommend that a suitably qualified professional conducts an assessment on a pupil. All costs are agreed and settled by parents directly with the external professional.
- Once the assessment has been completed, the written report should be passed to the SENDCo where, if appropriate, the information will be uploaded onto the AS database.
- If relevant, the SENDCo will apply for Access Arrangements in accordance with the Joint Council for Qualification and exam body regulations and pass on any examination's adjustments to the Exams Officer.

The procedure for internal referral can be found in appendix A

Programme of Support

- All pupils who have a SEND will be offered a programme of support by a specialist Academic Support teacher, although support is not necessarily required in all instances, and is determined by individual need via discussion with parents and pupils.
- Any specialist materials required in order to access the curriculum must be provided by the parents and will be chargeable if sourced by the School. Examples of such materials include but are not limited to laptops, tablets, reading pens, electronic or audio textbooks, assistive software or similar.
- Any queries relating to the nature of a pupil's programme can be discussed directly with the SENDCo.

- Lessons are arranged on a one to one basis at a mutually convenient time. Pupils are not removed from academic lessons, except in very exceptional circumstances.
- Targets and/or individual Educational plans (IEPs) are created by the AS teacher in conjunction with the pupil incorporating the pupil voice and reviewed each term or when targets are achieved, changed or added to. Notes made by AS staff during lessons are captured on the lesson notes and used to inform future teaching or to update IEPs.
- Lessons are tailored to the curriculum and AS teachers and School staff meet regularly to ensure a pupil's specific difficulties are supported as effectively as possible.
- Lessons are multi-sensory, structured and cumulative. Skills of independent learning are actively promoted in order to develop self-belief and a 'growth mind-set'.
- Typically, as a result of poor performance in lessons or examinations, where possible lessons are extended to those pupils who require development of skills in such areas as examination technique, study skills and reading comprehension.
- Pupils and parents may make a referral to the Academic Support Department, after discussion with a pupil's Tutor and Head of Section.
- Parents should contact the SENDCo to review a pupil's programme.
- After completion of a programme of support, a pupil is welcome to seek additional help and guidance at any time.

Academic Support on iSAMS and OneNote

The information required to best support pupils with SEND in lessons is held on individual pupil profiles on iSAMS and their IEP on OneNote. It is updated regularly by AS teachers and holds details on the nature of a pupil's SEND profile, for example Moderate Dyslexia. If parental approval is given, the database will allow staff access to a pupil's assessment report, including findings of her strengths and weaknesses, and termly targets or IEP/EHC plans. The pupil profile also holds information relating to exam arrangements or concessions.

Charging

- Assessments by an Educational Psychologist or other professionals are chargeable and will be billed directly by the practitioner. The practitioner is asked to complete a 3rd party Agreement
- Internal assessments to establish eligibility for examination arrangements are free
- There is no charge to pupils who receive Academic Support lessons. This is reviewed on an annual basis.

Evaluation

Wellington College adheres to the principle of Quality First Teaching and adaptive teaching. This means that high quality inclusive teaching ensures that planning and implementation meets the needs of ALL pupils, and builds in high expectations for all pupils, including those that are neurodiverse or have Specific Learning Difficulties. Teachers carefully consider and adapt their teaching to promote the progress and development of all pupils, in addition to support by specialist staff.

Intervention programmes are adjusted on a termly basis, in the light of the progress the pupils are making, drawing on a rich variety of assessment data available within the school context, and responding appropriately to the 'pupil voice'.

Appendix A

Academic Support Referrals

This new system has been designed to ensure that all referrals are processed as efficiently and effectively as possible. It should allow all staff to make referrals to Academic Support, ready to be evidenced and triaged by tutors and Heads of Years before being passed on to Academic Support. It will also keep a record of all referrals across the year, allowing for patterns to be spotted.

The form can be found here, and hopefully will be added to MyDay:

<https://forms.office.com/e/rjItBV0UVm>

Stage 1: A need is identified

This could be by a teacher, counsellor, by a student self-referral, or a parent request.

- If a parent request, a holding email home is required.
- If a student request, an email home is recommended.

Stage 2: The form is submitted

This can be completed by any member of staff. Staff are encouraged to check IEPs, list identified need, and any strategies currently in place. Staff are reminded not to try and diagnose the issue, rather to relate the information.

Stage 3: HoY and tutor involvement

HoY receives alert from form and asks tutor to investigate. Tutor should collect evidence through a round-robin initially, and feed back to HoY. AS have access to the form at all times and can intervene if urgent.

Stage 4: HoY meets with Academic Support

HoY meets fortnightly with AS to discuss any new referrals. These are then discussed and triaged, and any evidence is presented to AS.

Stage 5: Academic Support intervention

If AS feel intervention is necessary, they will put a plan in place. AS and HoY will discuss the plan for assessment/ lessons and action accordingly

This can be relayed to parents and students through HoY or from AS directly.

Date	Change	By Whom
29.11.2024	Review and update of SENDCo details	CRAJ
17.04.2025	Review and update	CRAJ