DAVENIES

# Special Educational Needs/Disability (SEND) and Learning Difficulties Policy

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## Aims and objectives

Davenies is committed to providing equitable access to a balanced curriculum for all pupils in attendance at the school.

The aim of this Policy is to:

- promote good practice in the School's processes when identifying and supporting pupils with Special Educational Needs or Disabilities (SEND);
- enable attending pupils with SEND to achieve their academic capabilities;
- explain the learning support provided by the School for pupils with SEND ;
- explain the roles and responsibilities of teaching staff in relation to supporting pupils with SEND;
- summarise our approach to partnership working with these pupils' parents.

This policy is focussed on the special educational provision that can be provided for those pupils with SEND. For further information on the available provision across the School's offering, please refer to the *Disability Policy and SENDA Accessibility Plan.*

## Vision and values

At Davenies, our mission is to Engage, Inspire and Challenge each pupil that attends the School. This enables every pupil in attendance to make the most of their preparatory years and begin their educational journey in exactly the right way, achieving their individual potential and beyond.

The School's approach is underpinned by the Davenies Code of: Be kind, be honest, be polite, be thoughtful, be respectful. This Code plays a vital role in supporting the School's efforts to assist pupils with SEND, by fostering a compassionate and inclusive support network for them and their families.

## Pupil voice

All pupils are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. Form tutors provide all pupils with time to reflect on their feelings, monitoring pupils' feedback about their wellbeing and implementing targeted support if required. Pupils in receipt of Learning Support are invited to self-evaluate their progress towards personalised learning outcomes.

## Legislation and guidance

In accordance with the *Children and Families Act 2014*, Davenies is a 'non-Section 41 independent school'.

The School is *guided* by the *SEN and Disability Code of Practice, 0-25 years 2015* (SEND Code 2015).

This Policy applies to the whole school, from Reception to Year 8.

## Definitions

- A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him.
- **Special Educational Provision** (SEP) is educational or training provision that is additional to or different from that made generally in mainstream schools for other children of the same age or that which we provide to children without SEND.

- A child of compulsory school age has a **learning difficulty or disability requiring SEP** if he:
  - has a significantly greater difficulty in learning than the majority of others of the same age; or
  - has a disability which prevents or hinders him from making use of education facilities of a kind generally provided in mainstream schools for others of the same age.

- **Disability** (whether in respect to SEND or otherwise) is *"… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*".

- Not all pupils who have SEND are disabled. Not all disabled pupils have SEND. Some children may be both but the provision for each might be unrelated. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

- Reference to pupils with SEND in this policy therefore includes all pupils with special education needs with a learning difficulty or a disability who require such special educational provision as defined above.

*(SEND Code of Practice 2015, xiii-xviii) (CAFA 2014)*

The School acknowledges the four areas of special educational need in the SEND Code of Practice 2015 (*SEND Code of Practice 2015, 5.32)*:

| | |
|---|---|
| Communication and Interaction (CI) | Speech, language and communication needs (SLCN)<br>Autistic Spectrum Conditions (ASC) |
| Cognition and Learning (CL) | Specific Learning Difficulties (SpLD) e.g. Dyscalculia, Dyslexia, Dyspraxia<br>Moderate Learning Difficulties (MLD)<br>Profound and Multiple Learning Difficulties (PMLD) |
| Social, Emotional and Mental Health (SEMH) | Attention Deficit Hyperactivity Disorder (ADHD)<br>Attention Deficit Disorder (ADD)<br>Mental health disorders e.g. Anxiety, Depression |
| Sensory and Physical (SP) | Visual Impairment (VI)<br>Hearing Impairment (HI)<br>Multi-sensory Impairment (MSI)<br>Physical Disability (PD) |

Pupils can present with more than one area of special educational need, and their needs may change over time.

## English as an Additional Language

At the point of registration, parents are invited to notify the School if their son has English as an additional language (EAL). The School retains a Register of pupils with English as an additional language/ English for Speakers of Other Languages (ESOL), and utilises the assessment framework from The Bell Foundation, to support pupils with this status.

The SEND Code of Practice confirms that EAL is not classified as a special educational need:

'Identifying and assessing SEN for children whose first language is not English requires particular care…. Difficulties related solely to limitations in English as an additional language are not SEN.' *(SEND Code of Practice 2015, 6.24)*

Please refer to the School's *English as an Additional Language Policy for f*urther information.

## Inclusion and equal opportunities

The School models the use of inclusive language, in dialogue with pupils, families and staff. This includes the terms 'neurodiversity' and 'cognitive profile'.

The School recognises its duty under the Equality Act 2010 to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage in accessing education and participating in school life. The School acknowledges that not all children with a disability have a special educational need. Pupils with long-term medical conditions may also be classified as 'disabled'.

The School acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with disabilities.

Reasonable adjustments are changes made to remove or reduce disadvantages experienced by disabled pupils, assessed on a case-by-case basis by considering what is reasonable in light of the school's available resources, the practicality of the adjustment, and the need to maintain effective education for all pupils. The School will have regard to the entire school cohort and community, wellbeing of staff and pupils, resources and such other factors as it considers appropriate when considering what may be reasonable.

The School will only be required to consider such accommodations that are both reasonable and will alleviate any alleged detriment.

## Roles and responsibilities

The **Head of Learning Support/ Special Educational Needs and Disability Coordinator (SENDCo)** will:

- work with the Head and SEND Governor to determine the strategic development and implementation of the SEND Policy and SEND provision within the School.
- Work with the Head and SEND Governor to ensure the school meets its responsibilities under the Equality Act 2010, regarding making reasonable adjustments and implementing access arrangements.
- Take day-to-day responsibility for the implementation of this *SEND Policy* and co-ordination of the Learning Support provision made for individual children with SEND (including pupils in attendance with an Education, Health and Care Plan (EHC Plan)).

- Meet regularly with the Director of Studies and Assessment Coordinator to monitor the progress of pupils across the school.
- Inform parents that their child may have additional needs and which types of provision could be implemented to support their child.
- Maintain an up to date and accurate Learning Support/ SEND Register, and provision in place for pupils with SEND, via the School's management information system (iSAMS), and the School's SEND planning software, Edukey Provision Map.
- Provide professional guidance to colleagues and liaise with staff, parents and external agencies to promote and monitor the use of high-quality teaching and ordinarily available provision.
- Liaise with the Local Authority in the event a pupil attending the School has an EHC Plan. It remains the responsibility of the Local Authority to maintain all aspects of the EHC Plan – please refer to the School's *Education & Welfare Provision for Pupils with an EHC Plan* for further information.
- With the Head, identify the training needs of staff and incorporate such training in continuing professional development.
- Advise colleagues on the graduated response and use of adaptive teaching practice.
- Be a point of contact for external agencies and summarising key points from external agency reports, to share with a pupil's teachers.
- Liaise with the future schools of pupils with SEND to aid a smooth transition.
- Communicate with future schools as appropriate, regarding the special educational needs of individual pupils.
- Ensure record keeping for pupils with SEND is up to date, accurate and compliant with GDPR protocols.
- With the Head, review and evaluate the breadth and impact of the School's offer for pupils with SEND.
- With the Head, analyse trends in presentation of special educational needs within the pupil cohort, comparing these trends to national data, using this information to reflect on the School's use of high-quality teaching and ordinarily available provision.
- Prepare an annual report for SEND, to present to the Head and Governing Body.

The **Governing Body** will:

- Monitor the inclusion of pupils with SEND, in all aspects of school life, including the School's co-curricular offer.
- Work with the SENDCo and SEND Governor to ensure the school meets its responsibilities under the Equality Act 2010, in regard to making reasonable adjustments and implementing access arrangements.
- Monitor arrangements in place for pupils who may qualify as being disabled due to long term medical conditions.

The **SEND Governor** will:

- Raise awareness of SEND issues at governing board meetings.
- Work with the Head and SENDCo to determine the strategic development of the SEND policy, and the School's provision for SEND.

The **Head** will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy, and the School's provision for SEND.

- Work with the SENDCo and SEND Governor to ensure the school meets its responsibilities under the Equality Act 2010, regarding making reasonable adjustments and implementing access arrangements.
- Have overall responsibility for, and awareness of, the provision in place for pupils with SEND, and their progress.
- Have an overview of the special education needs of pupils on the SEND Register.
- Liaise with the Local Authority in the event a pupil attending the School has an EHC Plan. It remains the responsibility of the Local Authority to maintain all aspects of the EHC Plan – please refer to the School's *Education & Welfare Provision for Pupils with an EHC Plan* Policy for more information.
- With the SENDCo, identify the training needs of staff and incorporate such training in continuing professional development.
- With the SENDCo, review and evaluate the breadth and impact of the School's offer for pupils with SEND.
- With the SENDCo, analyse trends in presentation of special educational needs within the pupil cohort, comparing these trends to national data, using this information to reflect on the School's use of high-quality teaching and ordinarily available provision.

Under the direction of the SENDCo, the **Learning Support Team** will:

- Complete Individual Learning Plans (ILP) for their allocated pupils receiving 1x session of individual support per week.
- Meet three times per year with parents of pupils who have an Individual Learning Plan (ILP), to review the ILPs and set new targets.
- Complete provision mapping processes for small groups, to include target setting and reviews.

There are three Learning Support Teachers and one Specialist Support Assistant and it is expected that this will be the model adopted going forward.

**Class and subject teachers** will:

- Maintain an awareness of their duties outlined in this policy.
- Attend professional development sessions linked to supporting pupils with SEND.
- Plan and deliver high-quality teaching that is adapted, as far as possible given the scope of the staff's expertise and the resources reasonably available to the School, to meet the needs of pupils in attendance at the School.
- Be responsible for the progress and development of pupils that they teach.
- Work closely with teaching assistants or Learning Support staff to plan and assess the impact of support and interventions, linking intervention programmes to the main curriculum where possible.
- Maintain awareness of the learning profiles of pupils with SEND, via the School's management information system (iSAMS), and the School's SEND planning software, Edukey Provision Map.
- Monitor progress of pupils that they teach, seek advice/ complete a Learning Support Referral form, if they observe a pupil is not making expected progress.
- Maintain communication with parents to: set clear outcomes; discuss strategies in place to help pupils achieve these outcomes; respond to parental queries and aspirations for the pupil.

## Admissions

Admission to the school is at the discretion of the Headmaster.

In line with the School's obligations under the Equality Act 2010, all potential pupils for admission will be treated equally, irrespective of their or their parents' race, ethnicity, religion, sexual orientation, social background or other protected status. The School has a formal *Equality Policy*, a copy of which is available on request.
In respect of an application for a place for a pupil with SEND, including a pupil with an EHC plan or statement, the School will have regard to these criteria and also to whether, given its facilities for pupils with SEND, the school can make reasonable adjustments to cater adequately for such a pupil.

The School requires full written details of any known disability, special educational need or learning difficulty which may affect a child's ability to take full advantage of the education provided at Davenies. We advise parents of children with physical disabilities, SEND or learning difficulties to discuss their child's requirements with the School at the point of registration, or before to ensure that the School is able to meet the needs of the child with regard to its obligations to others.

The School considers each prospective pupil on an individual basis, and reserves the right to not admit a pupil if:

- he may not be able to access the School's curriculum or Common Entrance Syllabus; and/or
- the School does not have the specialist facilities or skills to meet the child's needs; and/or
- admitting the child may affect the welfare and/or wellbeing of staff and/or children already attending the School; and/or
- admitting the child would likely create an imbalance of individual needs within a year group; and/or
- admitting the child would likely negatively impact the performance and progress of his peers.

Please refer to the School's *Admissions Policy* for further details of this process.

## The School's offer for Learning Support

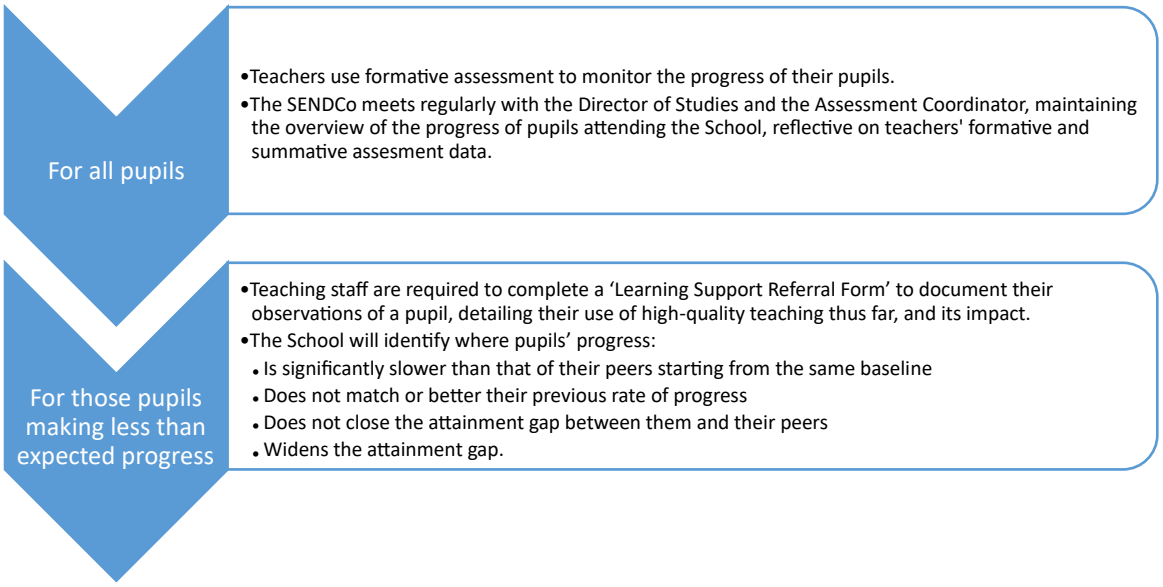
**Provision**

- Davenies is an Independent Preparatory Day School which admits boys from the age of four years and offers a broad and varied curriculum. **The School aims to identify learning difficulties as early as possible** and to understand, and be responsive to, the needs and interests of the individual child.
- Davenies is not a specialist provider of SEND care. Special educational needs provision is defined as that which is additional to, or otherwise different from, the educational provision made generally for their peers.
- We aim that **wherever possible pupils are taught in their own year group** and are **only withdrawn for individual or small group support when specialist support is considered essentia**l to provide skills and strategies to enhance their learning and help them gain independence.
- Davenies will provide Learning Support for pupils with an identified need, in accordance with its duties under the Equality Act and within the scope of the staff's expertise and the resources reasonably available to the School. The School may require parents to cover the cost of any additional support that may be deemed necessary to allow the pupil to fully engage with the School community and/or curriculum or to ensure the School is able to continue to provide

education to the pupil, and reserves the right to do so at any time during the pupil's time at the school.

**Identification**

Referral to the Learning Support Department can be made by any member of staff or by parents, when there are concerns about a pupil having more difficulties in the classroom than their peers. Difficulties could be in a variety of areas including fluency with Literacy skills (reading, spelling, handwriting) or Maths skills (number work, recall of facts and processes), self-organisation, or wellbeing.




Identification of potential special educational needs covers cognition and learning, but also personal and social development. Potential impact on a pupil's behaviour or academic performance will be considered, such as bereavement.

A pupil who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression; there will often be disparities in the speed with which pupils learn, in their skill at solving problems and in their general acumen. The School provides subject matter that is appropriate for the ages and aptitudes of pupils so that pupils in attendance can learn and make progress, in accordance with our *Curriculum Policy*.

A pupil may also be in receipt of external agency input (for example, Clinical or Educational Psychologists/ Specialist Assessors/ Occupational Therapists/ Speech and Language Therapists/ Paediatricians/ Behavioural Optometrists). Pupils in receipt of external agency input are placed on an in-school 'Monitoring' Register. This ensures staff maintain awareness of pupils' individual profiles and any required reasonable adjustments.

The School will assess each pupil's special educational needs on an individual basis and determine the level of support that can be provided, taking into account the school's available resources and provision, and in line with its duty to make reasonable adjustments under the Equality Act 2010.

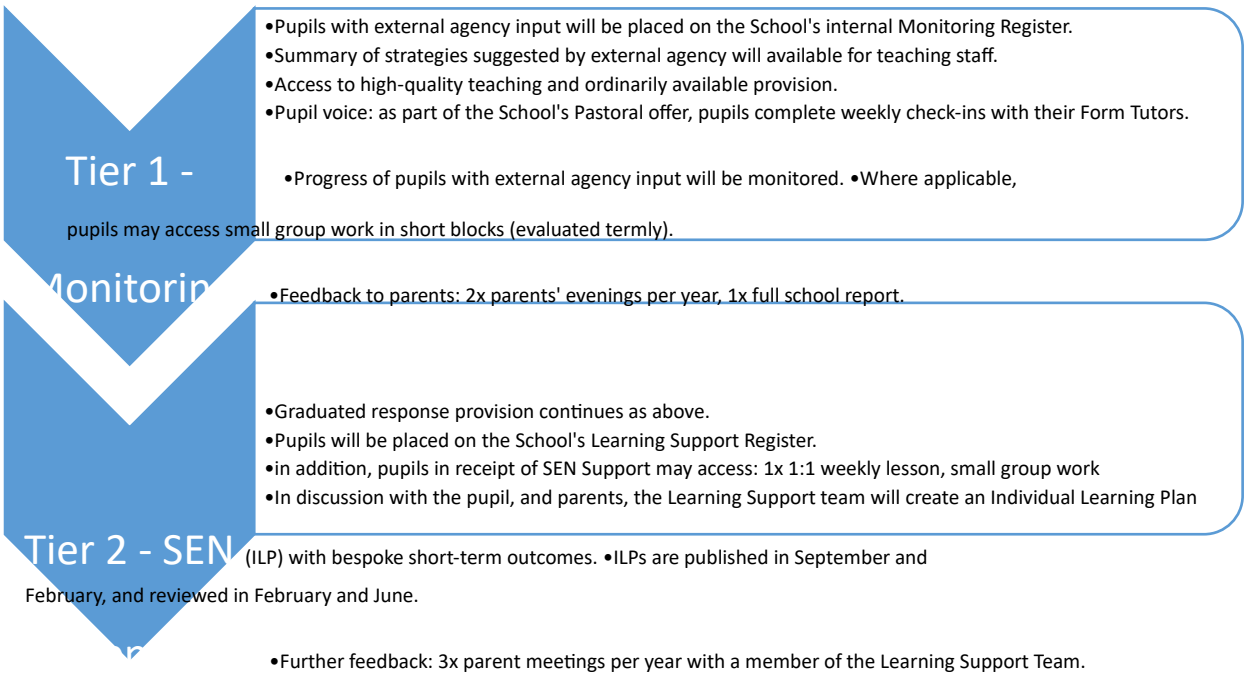
In all cases, the SENDCo is responsible for evaluating if the pupil's identified needs meet the threshold for input from the School's Learning Support team, and deciding what level of Learning Support the School can offer to an individual pupil.

**The Graduated Response to SEND, including Consultation with Parents and Pupils**

Davenies provides a graduated response that encompasses an array of strategies and provision. This includes the School's principal offer of high-quality teaching using 'ordinarily available provision' (practices and adaptations that are available to each pupil in attendance, within the remit of the school's offer).

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (*SEND Code of Practice, 6.37*)

This flow chart provides a summary of the School's graduated response.




If support for a pupil is increased, this takes the form of a 4-part cycle: *Assess, Plan, Do, Review* (APDR). The pupil will be added to the School's Learning Support Register ('SEN Support').

**Assess and Plan**

Following a referral made by staff or parents, the pupil's case is evaluated by the SENDCo via observations, and analysis of in-school progress data.

A follow up meeting is held with parents in which:

- Parents and staff develop a good understanding of a pupil's areas of strength, and areas requiring support.
- Parents understand the offer of any Learning Support provision (frequency and expected duration of the support).
- Learning outcomes for the Learning Support provision are agreed and an Individual Learning Plan (ILP) is written.
- Next steps are agreed, including review dates of ILPs.
- Parental agreement is obtained to include the pupil's name will be added to the School's Learning Support Register (at the level of 'SEN Support' for individual support).

Follow up processes include:

- Details of the support being provided, with the start date, being entered onto the School's databases (iSAMS and TES Edukey Provision Map).
- Pupils may contribute to the process through contributing to targets on their Individual Learning Plans and ongoing self-evaluation in 1:1 lessons.

The School reserves the right to advise parents to seek an assessment for their son, from an external agency (for example, Clinical or Educational Psychologists/ Specialist Assessors/ Occupational Therapists/ Speech and Language Therapists/ Paediatricians/ Behavioural Optometrists). This information can aid the School's implementation of support and intervention. The School is not able to make recommendations for external agencies but can provide a list of practitioners.

It remains the parents' choice whether to follow this advice and the school respects the right of the parents to choose with whom they consult. Parents are responsible for the fees of any external agencies. The findings and reports from such assessments remain the property of the parents but they are encouraged to share them with the School since they will contain important information relevant to the education and care of the pupil. The School respects that information within these assessments is the property of the parents and it will not be shared with a third party without parental permission.

External assessment reports shared with the school are summarised by the SENDCo in a 'digest summary' and shared with relevant teaching staff as required.

**Do**

Provision to support progress towards short-term outcomes may incorporate:

- Strategies and advice for teachers to inform appropriate adaptations which enable a pupil's needs to be met in the classroom; and / or
- In-class support: Learning Support staff may support the pupil(s) in the classroom alongside the teacher; and/ or
- Small group lessons (out of Study Skills), taught by a member of the Learning Support Department; and/ or
- Individual lessons – taking place instead of a non-core subject lesson, taught by members of the Learning Support Department (for those pupils at the level of SEN Support only).

**Review**

- At the level of SEN Support, pupils have Individual Learning Plans (ILP) prepared twice a year. These are shared with the parents and teaching staff as required.
- Short-term outcomes are reviewed twice per year.
- Support for pupils may be ended or started at any time during the academic year.

- In the event a pupil's progress enables learning support to be withdrawn, parents will be consulted.
- The progress of pupils no longer in receipt of individual support is monitored.
- Information regarding learning strengths and difficulties, as well as any external or internal assessment reports, are available to staff whilst the pupil remains at Davenies.

## Pupils with an Education, Health and Care (EHC) Plans

For further information on how the School would meet the needs of a pupil with an EHC Plan, please refer to the School's policy for *Education and Welfare Provision for Pupils with an EHC Plan*.

## The School's Pastoral Offer

Davenies has a dedicated Pastoral Team and considers the emotional and social well-being of the pupils to be of paramount importance to their learning. The SENDCo attends weekly meetings to assist in the monitoring of the emotional and social development of pupils, where deemed necessary or relevant. For further information see the School's *Pastoral Policy*.

Any inappropriate attitudes and practices towards pupils with, or in relation to, protected characteristics (which may include special educational needs or learning difficulties), will be challenged. For further information see the School's *Behaviour Policy*, *Anti-Bullying Policy* and *Equalities Policy.*

## Examinations

Pupils in attendance at the School may be eligible for extra time to complete internal examinations and public examinations. In some cases, the use of a laptop, reader or an amanuensis may be permitted. Parents are asked to liaise with the SENDCo in good time with respect to this.

For internal examinations, the School 'mirrors' the current Joint Council for Qualifications (JCQ) guidance for Access Arrangements, Reasonable Adjustments and Special Considerations. Any reasonable adjustments and access arrangements must align with the pupil's 'normal way of working' in lessons.

Allocation and implementation of reasonable adjustments for internal examinations are at the discretion of the SENDCo and will be evaluated on a case-by-case basis.

Access arrangements and reasonable adjustments for Common Entrance and other senior school examinations or assessments are agreed with the senior school concerned (adhering to the ISEB guidelines). Parents are required to complete registration and communication with senior schools. The School acts as an invigilation centre only. For further information see the School's *Examinations Policy*.

## Equipment and Facilities

The School acknowledges its duties under the Equality Act 2010 to provide auxiliary aids and services to help overcome any disadvantages disabled pupils may otherwise experience at the School. The School reserves the right to require parents to pay for any such auxiliary aids and/or services.

*Equipment* – The Learning Support Department supplies equipment for pupils to use in school which it feels may support their learning. This may include: pencil grips, move'n'sit cushions and fiddle toys.

*Laptops*

- Permission to use a laptop in school for curriculum work is at the discretion of the SENDCo and is subject to evidence of need and competence of use (typing speed of at least 15 words per minute and completion of a laptop skills audit).
- In accordance with software licence agreements, the IT Department provides support for access to printing within school and may allow access to software whilst the pupil is at Davenies.
- Use of a laptop for internal examinations is at the discretion of the SENDCo in consultation with the Deputy Head Teaching and Learning.
- Use of a laptop for external examinations is subject to permission from the examination board or future school.
- Parents are responsible for the purchase of laptops [as to the school's required specifications], and maintenance of the laptop.

*Facilities* – Facilities are provided for visiting specialists by negotiation. This is subject to stringent Safeguarding procedures and room availability.

## Transfer to / from other Schools

Information regarding support that has been provided to a pupil at Davenies is shared with the pupil's next school, upon request. All reports from external agencies are shared only with future schools with permission of the parents. Every effort is made to facilitate the transfer of the pupil to another school.

## Withdrawal of Placement

The School reserves the right, following consultation with parents, to ask or require parents to withdraw their son from Davenies if, in the School's opinion:

- parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties; and/or
- the pupil's special educational needs require a level of support or medication which the School is unable to reasonably provide, manage or arrange; and/or
- the pupil has special educational needs that make it unlikely he will be able to benefit sufficiently from the broad and varied education and facilities which the school provides even after all reasonable adjustments have been made; and/or
- the pupil's attendance at the school is affecting the wellbeing of staff and/or other pupils; and/or
- the pupil's attendance at the school is disrupting the learning and education of other pupils; and/or
- the pupil is in need of learning support, medication or a formal assessment to which parents are unwilling to give their consent.

*Alternative Placement* – In the event of any of the above circumstances, the School will do what is reasonable to help parents to find an alternative placement which will provide their son with the necessary level of teaching and support.

*Finances* – Withdrawal of a pupil in the above circumstances will not incur a charge of fees in lieu of notice. The deposit paid in respect of the pupil on admission will be credited to the relevant fee account.

## Procedures for Resolving Complaints about SEND Provision

This follows the School's *Complaints Procedure*, as published on the school's website.

## Other Policies and Documents

This Policy should be read in conjunction with the following other School Policies which are available to all staff and parents on the School's website, or upon request from the School's office:

- *Admissions Policy*
- *Anti-Bullying Policy*
- *Attendance Policy*
- *Behaviour Policy (incl. Rewards & Sanctions, Expulsion & Suspension)*
- *Curriculum Policy*
- *Disability Policy*
- *Education and Welfare Provision for Pupils with an EHC Plan*
- *Educational Visits Policy*
- *English as an Additional Language (EAL) Policy*
- *Equality Policy*
- *Examinations Policy*
- *Feedback Policy*
- *Pastoral Policy*
- *Report Writing Policy*
- *Safeguarding Policy*

**Updated:** **Autumn Term 2026, Head of Learning Support, Inclusion and Pupil Outcomes**

**Review:** **Autumn Term 2026, Head of Learning Support, Inclusion and Pupil Outcomes**

## Acronyms

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|---|---|
| APDR | Assess, Plan, Do, Review |
| CAFA 2014 | Children and Families Act 2014 |
| EAL | English as an Additional Language |
| EHCP | Education, Health and Care Plan |
| ESOL | English for Speakers of Other Languages |
| HQT | High-quality teaching that is available for each pupil in attendance |
| ILP | Individual Learning Plan, provided for pupils in receipt of individual learning support |
| LD | Learning Difficulty |
| OAP | Ordinarily available provision that is available for each pupil in attendance |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disability |
| SENDCo | Special Educational Needs and Disability Coordinator |
| SEND Code of Practice 2015 | Special Educational Needs and Disability Code of Practice 2015 |

## References


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