



**United Learning**  
The best in everyone™

Dunottar School

# Special Educational Needs and Disability

# Contents

- 1. Introduction ..... 4
- 2. Rationale ..... 4
- 3. Application of the SEND Code of Practice to independent schools ..... 4
- 4. Policy Statement ..... 4
- 5. Key Personnel ..... 5
- 6. Aims and Objectives ..... 5
- 7. Definitions ..... 7
- 8. Identifying and supporting pupils with SEND ..... 8
- 9. The Graduated Approach to SEND ..... 10
- 10. SEND Provision ..... 11
- 11. Statutory Assessment of Needs (EHC Plan) ..... 11
- 12. Education Health Care Plans ..... 12
- 13. Pupils with medical conditions ..... 12
- 14. Accessibility plan ..... 12
- 15. Monitoring and Evaluation of SEND ..... 12
- 16. Supporting Pupils and Families ..... 13
- 17. Roles and Responsibilities ..... 15
- 18. Training and Development ..... 17
- 19. Recording, Storing and Managing Information ..... 17
- 20. Complaints ..... 18
- 21. Admissions ..... 18
- 22. Transition Arrangements ..... 19
- 23. Withdrawal ..... 19
- 24. Bullying and behavioural issues ..... 19
- 25. Safeguarding ..... 19
- 26. Access Arrangements ..... 20
- 27. Policy Review ..... 22



## 1. Introduction

The model policy below is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all of our pupils. The policy covers key statutory requirements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best from everyone'.

## 2. Rationale

The United Learning Trust ('the Trust') is committed to ensuring the equal treatment of every pupil within their schools' communities in line with this policy. The Trust celebrates the inclusive nature of their schools and strives to eliminate the disadvantages experienced by pupils with a special educational need and/or disability.

This policy aims to support all members of staff in providing a framework of support and advice to enable us to meet our duties under the Children and Families Act 2014, the SEND Code of Practice 2015 (insofar as it applies – see note below), the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014 and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

## 3. Application of the SEND Code of Practice to independent schools

Whilst the SEND Code of Practice does not have direct application to independent schools other than those independent early years providers that are funded by the LA and any approved section 41 independent special schools, it contains useful guidance and best practice and is taken into account in the policy below, particularly in relation to provision for pupils with EHCPs.

## 4. Policy Statement

Dunottar School in line with the Independent Schools Standards Regulations (ISSRs) Part 1/Paragraph 2), is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those with special educational needs and/or disabilities (SEND) or an Educational Health and Care Plan (EHCP). The School is also committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the Equality Act 2010. We value transparency and partnership with families, and we encourage open dialogue about any concerns regarding your child's development or learning needs. Failure to disclose relevant information may affect the school's ability to provide appropriate support.

This policy was developed having regard to the following legislation and guidance (as far as they apply to Dunotat (the School)):

- The SEND Code of Practice: 0-25 years – 2015

- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014

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

- Admissions Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Equal opportunities policy
- Medical policy
- SEND Financial Charging Policy
- Teaching and learning policy

The responsibility for the management of this policy falls to the Head, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). Oversight of the School's SEND arrangements is led by the named Local Governing Body (LGB) member with responsibility for SEND. All three will work closely to ensure that this policy is working effectively.

## 5. Key Personnel

<b>Head:</b> Mark Tottman
<b>Governor with responsibility for SEND:</b> Ginevra Stoneley
<b>SENCO:</b> Helen Farrow
<b>SENCO Qualifications:</b> NASENCO (2014) SENCO
<b>Contact details:</b> h.farrow@dunottarschool.com
<b>This policy will be reviewed annually</b>
<b>Agreed by Governing Body:</b> Ginevra Stoneley
<b>Review date:</b> May 2026

## 6. Aims and Objectives

### Aims

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND. To be provide a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of students, including those students with a statement/EHC plan.

The School will adhere to the principle that 'every teacher is a teacher of SEND' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEND and to make reasonable adjustments for pupils with a disability. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

### Objectives

This policy works towards eliminating disadvantages for pupils with SEND (including pupils with medical conditions) by:

- identifying and providing for pupils who have SEND and regularly assess and review the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with SEND are able to engage as fully as practicable in the activities of the School alongside pupils who do not have SEND.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the School.
- operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identified as SEND Support.
- appointing a teacher responsible for the coordination of SEND provision (SENDCO) and ensure they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involve them as fully as possible in decision making about their own education.

- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the Equality Act 2010 duties and not treating disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- in conjunction with the Medical Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.
- having regard to any other guidance issued by the United Learning Trust.

## 7. Definitions

### Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 he or she:

- 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 or her from making use of facilities generally available in a mainstream school.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category -we identify the needs of the whole pupil, not only their SEND, in order to establish what provision is required. Dunottar School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

### Special Educational Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of

the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### Disability

A child or young person is disabled if they have 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 (as defined by the Equality Act 2010).

### Parent

In this document the term 'parent' is to refer to a parent, carer, guardian, or anyone with legal responsibility for the pupil.

## 8. Identifying and supporting pupils with SEND

The School's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, adapted teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents to ensure they remain fully informed about their child's progress and any interventions implemented.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENDCO. Slow progress and low attainment will not automatically mean a pupil has SEND. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health, and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEND, or there are significant emerging concerns, the SENDCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from specialists. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEND

Support and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child and teachers.

Equally, if a parent/carer is considering seeking an external assessment for a diagnosis of a Special Educational Need or Disability, contact with the school's SENDCO should be made in the first instance to ensure:

- School can support the assessment with our evidence of need
- School can initiate the Graduated Approach to put in appropriate intervention
- The school can advise on what type of assessment may be required
- The school can provide contact details of assessors with whom Dunottar School has a working relationship with.

## 9. The Graduated Approach to SEND

**Assess:** In identifying a pupil as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

**Plan:** Parents/carers, with their child, will meet with the class teacher and the SENDCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be in a timely appropriate capacity. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Where learning support outside the School's universal offer is part of the plan, there may be an additional charge, please refer to the School's Terms and Conditions and to the SEND Financial Charging Policy for further information.

**Do:** The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents/carers before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the School's SEND register.

The School recognises that some pupils with SEND may also have a disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities. See the school Accessibility plan for more information.

## **10. SEND Provision**

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- an individual Learner Profile
- 1:1 intervention
- Pastoral support
- Homework support
- Regulation space
- Wellbeing/counselling
- additional support from another adult
- differentiated materials, resources or equipment
- working within a small group
- use of alternative technologies

## **11. Statutory Assessment of Needs (EHC Plan)**

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Dunottar School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. The School will

always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

## **12. Education Health Care Plans**

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

## **13. Pupils with medical conditions**

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: the School will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school. Please refer to the Medical Needs Policy for further information.

## **14. Accessibility plan**

The School's Accessibility Plan sets out our plan to increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **15. Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils, including those with SEND follows the School's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least

termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly through CAT testing and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

## **16. Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Dunottar School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEND support will have opportunities throughout the school year to meet class teachers and the SENDCO.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer –

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (see Parent Handbook, Admissions Policy and Terms and Conditions of the Parent Contract). Such information will be shared with the SENCO and relevant staff on a "need to know" basis.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability).

These views are welcome at any time but are specifically sought as part of their annual review when a pupil holds an EHCP or as part of the department procedure when a pupil comes to the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

### Partnership with External Agencies

The School is supported by a wide range of different agencies and teams, including:

- Speech and Language Therapist - Caroline Willacy - [carolinewillacy@gmail.com](mailto:carolinewillacy@gmail.com)
- Occupational Therapy - [info@mooreoccupationaltherapy.com](mailto:info@mooreoccupationaltherapy.com)
- Educational Psychologist - Dr Jennifer Simpson - 07899 902575
- Specialist Assessor - Sarah McCahon - [www.smdyslexia.co.uk](http://www.smdyslexia.co.uk)

### Pupils with English as an Additional Language (EAL) at Dunottar.

The term EAL learners refers to learners who speak a language other than English as their first language and need additional support to develop a proficiency in English. EAL learners can come from diverse and multilingual backgrounds.

#### Identification.

On admission to the school, parents are asked to identify where English is not the primary language spoken at home. If English is not the primary language, each pupil's ability to communicate in English is analysed during the Warrior Learner Interview Day and through reports and communication with their feeder school.

#### Support and Monitoring.

Where a need has been identified to improve the proficiency of English for a pupil, support and intervention will be put in place with the Learning Support Department. Such support could include but is not exhaustive to;

- 1:1 Learning Support sessions.
- Withdrawal from a timetabled lesson permanently.
- Withdrawal from lessons on an ad hoc basis to adapt particular subject content.
- The use of a bilingual dictionary throughout school.
- Reading schemes focused on supporting EAL.
- Adapted GCSE curriculum to support weaker English proficiency.

#### Higher Attainers and SEND.

The school recognises that it is not uncommon for higher attainers to have a Special Educational Need or Disability. When this is the case, the SENDCO and Scholars Lead ensure the support for such higher attainers is in line with their needs and if further intervention is required it will be appropriate to the individual and monitored effectively.

#### Pupils identified as Higher Attainers.

Higher Attainers are the pupils who are identified by the school at a number of points through the academic year and are placed in one of the three categories;

- Academic Scholars.
- Talented Scholars.

- D Programme.
- See the High Attainer Pupil Policy for more information.

## 17. Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities in relation to SEND provision.

### Local Governing Body

The Local Governing Body [LGB] is responsible for determining school policy and provision for pupils with SEN and disabilities. The Local Governing Body will appoint a member of the LGB to be the Lead Governor for SEND and will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need.
- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCO.
- Informs parents when they are making special educational provision for a child.
- Ensures that the School acts in line with the Equality Act 2010.
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

### The Head

The Head has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Head will keep the Governing Body fully informed on SEND matters and the implementation of this policy in practice. The Head will work closely with the SENDCO and the Governor with responsibility for SEND.

In collaboration with the Head and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

### The SENDCO

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND (including those who have EHC Plans) and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff and ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting need.
- Overseeing the records of all pupils with SEND and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Head and the School governors to ensure that the School meets its responsibilities under the Equality Act (2010), including with regard to reasonable adjustments and access arrangements.
- Leading, ensuring appropriate training for and managing specialist SEND teachers and other support staff within the department.

Other staff in the SEND department;

Mrs Kate Hanlon – Specialist SEND teacher.

Miss Lorna Scott – Specialist SEND teacher.

Mrs Anne Shackelford – SEND support teacher.

#### All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- In liaison with class teachers, the SENDCO and other SEND staff will carry out formal and informal observations of lessons to ensure student needs are being met and to identify any gaps in support.

## **18. Training and Development.**

Training needs are identified in response to the needs of all pupils. SENDCO will coordinate with teachers, staff and external agencies to identify key areas of need within Dunottar and create training and development opportunities.

The whole school will attend a half-day SEND training session led by the SENDCO.

SEND is a standing item on all INSET days.

The SENDCO will also provide drop-in sessions for any member of staff who requires more guidance and training.

Members of teaching staff will meet with the SENDCO regularly to discuss the progress of pupils and the support and provision that is being offered.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

## **19. Recording, Storing and Managing Information**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHCP. This will be recorded by way of whole school data collection and a Learner Profile. The Learner Profile is drawn up in consultation with the pupil's teacher, the SENDCO, the pupil, and their parents and kept on the School's information system and the SEND register.

The School will record the support for pupils with SEND through Dunottar Learner Profiles. This is drawn up in consultation with the pupil's teacher, the SENDCO, the pupil and their parents/carers.

The Learner Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCO.

Dunottar Learner Profiles are kept on the School's information system and updated accordingly.

Where a student at Dunottar has an Education Health and Care Plan, progress will be reviewed termly via a Learner Profile as above and annually as part of the annual review process.

An Education Health and Care Plan and the Learner Profile may be amended as and when circumstances change and the request of the pupil, parent, teacher, or SENDCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the Learner Profile regularly and the child is encouraged to take ownership of it and to set their own targets.

Pupil records and SEND information may be shared on a “need to know” basis with relevant staff working closely with SEND pupils to enable them to better meet the individual pupil’s needs.

Pupil SEND files are kept securely in a locked filing cabinet in the SENDCO’s office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEND Pupil file in compliance with our IT Policy.

## **20. Complaints**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form tutor or SENDCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School’s provision or organisation of SEND are managed in accordance with the School’s Complaints Policy.

Parents/carers have the right to appeal certain decisions about their child’s special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

## **21. Admissions**

The School will treat every application from an SEND pupil in a fair, open-minded way. The School will always consider its obligations under the Equality Act 2010.

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. The School will assess all pupils for admission on the basis of its standard selection criteria from time to time. The School endeavours to ensure that it is able to fully support the needs of all prospective pupils.

Parents of children with SEND or learning difficulties are advised to discuss their child's requirements with admissions or the SENDCO before they sit the School’s entrance exam so that adequate provision can be made for them on the day.

Where parents are asked to provide a copy of a medical report or professional report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Please seek advice from the SENDCO or admissions team for guidance on how this will be implemented into the entrance exam.

The School will consider the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day.

Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of

any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs.

The School will always consider its obligations under the Equality Act 2010.

## **22. Transition Arrangements**

Support for pupils with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Dunottar School we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits and discussions between SENDCOs
- Meetings and discussion between parents, pupils and SENDCO.

## **23. Withdrawal**

From time to time the needs of a pupil may significantly change as they progress through the School. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Head, the School is unable to meet the pupil's needs as they progress through the School (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to the School's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

## **24. Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

## **25. Safeguarding**

The School recognises that children with SEND and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

## **26. Access Arrangements**

The school is committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the Equality Act 2010. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to meet their needs.

To support a fair and informed admissions process, it is essential that parents/carers provide full and transparent disclosure of any known or suspected SEND, at the point of application via the SEND section of the registration form, setting out any access arrangements that are required in relation to either the admissions process or if the pupil is admitted. This should include up-to-date supporting documentation including professional assessments, medical reports, referrals, any existing Education, Health and Care Plans (EHCPs) and Individualised Education Plan (IEP) or school progress plans.

The SEND Code of Practice emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation enables the school to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the Equality Act (2010). Where necessary, the school may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the SEND Code of Practice: 0 to 25 years, we see this as best practice and use our best endeavours to implement the school's Charter.

If existing pupils require access arrangements following medical or educational diagnostic assessments these are to be submitted to the SENCO lead where provision can be discussed on a case-by-case basis. Refer to the SEND Financial Policy. Professional educational diagnostic assessments should be undertaken in consultation with the SENCO lead using an agreed assessor.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Dunottar School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENDCO works closely with all teaching staff in completing the application to the awarding bodies.

See Access Arrangement for Examinations Parental Guidance.

## 27. Policy Review

This policy will be reviewed annually. It will be monitored by the SENDCO and updated and revised if necessary, during the annual cycle.

Owner	School Improvement Teams
SENDCo	Helen Farrow
Governor responsible	Ginevra Stoneley
Department responsible	School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Reviewed	Annually
Amended	May 2025
Date Authorised	February 2026
Review Date	February 2027 or when events or legislation require