

Egerton Rothesay School

Special Educational Needs Policy

1. Introduction

Egerton Rothesay School (ERS) aims to enable every pupil to achieve to their highest potential in a safe, supportive and welcoming environment. We aim to ensure that all pupils are able to fully access a broad and balanced curriculum, that is relevant to their needs and to participate fully in all aspects of school life. All pupils should be valued for who they are and should respect and be respected by others.

All pupils at ERS have special educational needs. This policy aims to outline arrangements at ERS for identifying and monitoring pupil's needs so that appropriate support and provision can be put in place to minimize barriers to learning and to enable pupils to achieve the best possible outcomes.

The SEN policy has been developed alongside the following school policies:

- Admissions policy
- Accessibility policy
- Equal Opportunities policy
- Exam Access Arrangements policy
- First Aid/Supporting Pupils with Medical Needs policy
- Mental Health and Wellbeing policy

2. Roles and Responsibilities

Headteacher	Allan Cairns
Lead SENCo	Jo Buckland
SENCo	Rosie Abbott
SEN Statutory Coordinator	Alison Baker
SEN Provision Coordinator	Sara Griffin
Exam Access Arrangements Coordinator	Stephanie Gee

3. The Needs of Pupils at ERS

Special Educational Needs (SEN) are defined in England and Wales by the Children and Families Act 2014.

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

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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

All schools must follow the Act, including Egerton Rothesay School (ERS). As an independent school ERS must also have regard to the SEND Code of Practice: 0 to 25 years (2015). The school strongly supports the Code's principles of inclusion and the need to fully meet the needs of all pupils in the school.

Pupils at ERS experience a range of barriers to learning within the following four areas outlined in the Code of Practice:

- Communication and interaction:
 - Speech, language and communication needs (SLCN) - difficulty in aspects of speech, language or social communication
 - Autistic spectrum conditions
- Cognition and learning:
 - Children who learn at a slower pace than their peers
 - Specific learning difficulties (SpLD), such as Dyslexia, Dyscalculia, Dyspraxia (Developmental coordination disorder)
- Social, emotional and mental health:
 - Social and emotional difficulties, including anxiety or depression
 - Attention disorders (ADD, ADHD), attachment disorder
- Sensory and/or physical needs:
 - Vision impairment (VI), hearing impairment (HI)
 - Sensory difficulties
 - Physical disability

Many pupils at ERS have inter-related difficulties that cut across these four areas of need and the needs of pupils often change over time.

4. Admission arrangements

All applications are considered carefully through a staged and rigorous admissions process. The decision to offer a place to a child rests on the following criteria:

- The child will benefit from the school's provision
- There is room to admit the child in an appropriate peer group and within agreed maximum sizes for the year group, class or form group.
- The child's admission will not cause detriment to the learning or well-being of children already in the school
- The school is able to provide appropriate specialist support and provision to meet the child's

needs

- The parent understands and agrees to meet all contractual and financial obligations involved

The admissions process begins with consideration of relevant paperwork by the Admissions team. This includes professional reports, school reports and the Education, Health and Care plan where applicable.

Following consideration of the paperwork, if it is felt that ERS may be able to help the child, parents are invited to meet a member of the Admissions team to discuss the child's strengths and needs.

If the parents and school agree to proceed with the application, a visit for the child will be arranged. This visit will usually take place over three consecutive days and will allow the child to be observed/assessed within an appropriate group by relevant school professionals.

Following the pupil visit, the admissions team will review feedback from staff and decide whether a place can be offered.

An offer of a place will include a schedule of the provision to be offered to the child. For every prospective pupil, the provision offered will be in response to the needs identified in specialist reports, the child's EHCP and during their visit to ERS. Specialist provision for all pupils attending ERS is reviewed regularly to ensure that it remains appropriate to their needs.

5. Supporting pupils' needs

All children have a profile on entry to the school, which summarises their needs and provides guidance and strategies for staff.

Most pupils also have an Individual Pupil Plan (IPP), which provides staff with key information on the pupil's strengths and needs, provision and identified outcomes that the pupil is working towards. These outcomes are reviewed twice a year. The IPP consists of the following:

- Information relating to their strengths, barriers to learning and strategies to support learning in the classroom
- A summary of provision showing what the pupil receives from ERS staff, who delivers it and when
- If the pupil has an Education Health and Care Plan (EHCP) the long-term outcomes detailed in the plan are included.
- Short term outcomes for any specialist provision the pupil receives and cognition and learning outcomes where these have been identified for the pupil
- Where appropriate, a Pastoral Support Toolkit detailing specific pastoral support that is required for the pupil

Pupils at ERS are taught within small groups, with the maximum number in each determined by the level of need within the group. The staffing ratio ensures that each child can access the curriculum at their pace and with the support they need. In the primary age range class groups are decided by a mix of age, ability and compatibility, rather than by year group.

Information about children's backgrounds, individual needs and progress over time is held securely in paper files and/or electronic media. All staff are responsible for maintaining an up to date knowledge of children with whom they work. Specialist professionals and teaching staff take responsibility for meeting the needs of the children they support and teach.

ERS staff receive training in the needs of pupils provided both by school specialists and external agencies. Many staff also have specialist training and qualifications in areas such as Specific Learning Difficulties (SpLD), Autism, Speech, Language and Communication needs (SLCN), SEMH and other.

Staff members' knowledge of pupils' needs is furthered through regular staff, department and team meetings and also a daily briefing where pupils needs and day-to-day issues are discussed.

6. Specialist provision and support

In addition to the support they receive in class, most pupils at ERS receive individual or group specialist provision. This might include:

- **Learning support in the classroom:** some pupils benefit from additional support in class. This can, for example be used to support their concentration, to provide further explanation, to read or to scribe. Learning Support Assistants also support the implementation of therapy programmes which have been devised for individual pupils by speech and language therapists, occupational therapists and physiotherapists.
- **Specialist 1:1 teaching for Literacy and Numeracy:** This is undertaken by experienced teachers with specialist qualifications in teaching pupils with Specific Learning Difficulties (RSA/OCR certificate or diploma in SpLD or equivalent).
- **Speech and Language Therapy:** The school's Speech and Language therapists work with pupils across the school with speech, language and communication needs. Pupils may receive direct input in the form of individual or group therapy or, for some pupils, speech and language support is provided in the form of a programme devised and monitored by the therapist and implemented by teaching and support staff or SALT assistants. Strategies are provided for all staff to support the speech, language and communication needs of pupils.
- **Occupational Therapy:** Therapists work with pupils who have a range of fine or gross motor skill, sensory and/ or organisational difficulties. Pupils may receive direct individual or group therapy or a programme devised and monitored by the therapist may be delivered by an Occupational Therapy Assistant or Learning Support Assistant.
- **Physiotherapy:** A small number of pupils receive regular input from a Physiotherapist who will also provide a programme of exercises to be carried out with the support of a trained Learning Support Assistant.

- **Social and Emotional Development:** The Social and Emotional Development team is made up of specialist staff with a range of qualifications in Autism and mental health. The team provide support for pupils with social and emotional needs and work closely with pupils who are struggling to access learning in the classroom. The sensory room and the sensory garden provide calming spaces for pupils who are supported by the SED team.
- The school offers other specific specialist support when required, for example, touch typing tuition for pupils for whom this provision has been included in their EHCP.

To access specialist provision children are usually withdrawn from a timetabled lesson. The timetabling of specialist provision aims to ensure that all pupils have access to a balanced and appropriate curriculum. Pupils are not withdrawn from core subjects or from their option subjects from year 10 upwards.

Specialist provision and support is reviewed regularly as part of the IPP review and the annual review for pupils with an EHCP. Pupils' progress is also reviewed and reported through parents' evenings and school reports.

If a teacher, school specialist, child or the parent feels that the current arrangements and support should be amended, information will be gathered, including the results of further assessment when necessary. Proposed changes to any aspect of the child's educational provision will then be discussed and agreed with the Head of SEN, key members of staff and parents.

7. Monitoring pupils' progress

Children's progress over time is monitored in various ways that are appropriate to their age and needs. This includes regular individual assessment of reading, use of group Cognitive Abilities Tests (CATS), internal exams and assessments, teachers' professional judgements and the students own participation and confidence in their own learning. Pupils' progress towards identified short term outcomes contained in their Individual Pupil Plan (IPP) is reviewed twice a year and discussed with parents at termly specialist parents' evenings.

We rely on direct personal knowledge of our children to help them make the best possible progress. Where progress is less than expected, we aim to seek and address any underlying reasons quickly and effectively. A pupil whose general progress is causing concern might be the subject of a Pupil Progress Meeting (PPM), in which all members of staff who work with the child will be involved and strategies to provide further support will be identified.

Pupils' progress, achievement and attainment is reported to parents in person at regular parents' evenings and via written reports.

8. Assessments and exams (see Exam Access Arrangements Policy)

At ERS internal assessments and exams take account of our pupils' individual needs. We aim for

all our children to achieve the maximum independence possible by the time they leave us, but we also believe they should have fair access to exams, including whatever adjustments (access arrangements) are necessary to compensate for their special educational needs. We follow the changing regulations prescribed by the Joint Council for Qualifications and apply for exam access arrangements according to the children's needs. All pupils are screened in Year 9 or Year 10 to establish that all appropriate exam concessions are applied for. Final decisions about exam access arrangements lie with the JCQ, or in a small number of cases, with the exam boards.

9. The curriculum (see also Curriculum Policy)

All children are offered a broad curriculum throughout their time at ERS, leading up to BTEC/NCFE or GCSE level, as well as many other accredited qualifications that are appropriate for our pupils.

Pupils in the primary age range are taught in small ability groups for Literacy and Maths each morning. Other areas of the curriculum, such as Science, Topic, Art, PSHE, RE and Computing are taught in their class groups within the primary base. Music, Drama, PE and, for our older children, Spanish are taught by subject specialist teachers in the senior school, enabling the younger pupils to become familiar with the senior school and staff and thereby supporting transition if they remain at ERS for their secondary education.

The range of subjects offered in the Senior School is designed to suit pupils with differing strengths, needs and interests. Pupils follow the 3 core subjects of English, Mathematics and Science. The curriculum also covers History, Geography, RE, Spanish, IT, Drama, Music, Food Technology and Textiles. PSHE is provided for all pupils as a discrete subject (see PSHE handbook), but aspects of the PSHE curriculum are also addressed in assemblies and at other times. The RSE curriculum is largely taught within PSHE (see RSE policy). Children take part in sports and games and visits to places of interest outside the school. All children in the school take part in a weekly afternoon of activities, including activities such as skiing, trampoline, golf, yoga, film club, illustration. Individual tuition is available in a range of musical instruments.

Our broad approach to the curriculum enables children to develop new interests and strengths. As they grow, there are more options and greater flexibility to meet individual needs. For example, children may follow a timetable which allows them additional opportunities to develop literacy or other more practical skills; children whose first language is not English can receive additional tuition from qualified specialists; children who need to develop greater fluency in using a computer can be taught touch typing skills individually or as part of a small group. Within PE, children who do not enjoy competitive sports have opportunities to take part in more individual pursuits.

10. Beyond Year 11

ERS is an inclusive school and admits children with a wide range of individual needs and a wide range of abilities. We aim for every child to achieve to the very highest level - what this means is different for each child. For some it means good GCSE grades, for others it means being ready to move onto further education or to enter the workplace productively, enjoyably and with confidence.

We support pupils' in developing an understanding of their interests and knowledge about careers, and their options within their local area.

We recognise that some of our pupils reaching the end of Year 11 may not be ready to transfer to further education or the workplace. For these pupils we offer two years of sixth-form education. We aim to tailor the curriculum of each sixth-form pupil according to their individual needs and interests. We offer a wide range of subjects and lessons to these pupils, including a number of subjects only available to pupils at this stage. This curriculum is designed to give the pupils the skills and confidence they need for life after ERS and to prepare them for independent work and living – courses include Employability, Managing Money, Functional ICT, Sports Coaching, Personal and Social Development and Volunteering.

11. Supporting pupils with an Education, Health and Care Plan

At ERS we welcome and accept students with an Education, Health and Care Plan (EHC plan) if we consider that we are able to meet their special educational needs. The provision that we put in place depends on what is specified in their EHC plan and what we think the pupil requires to meet their needs. Funding arrangements also vary and are a matter of negotiation between the pupil's local education authority and the parents.

The EHC plans are reviewed annually following the guidance set out in the SEN Code of Practice. Reports are prepared by all staff working with the pupil in school including specialist teachers and other specialist staff. An appointed professional within the SEN Team chairs the review meeting to which the parents, local authority, school staff and specialists will be invited. The pupil will also be invited to attend part of the meeting if appropriate. The purpose of the review meeting is to review the pupil's progress towards achieving the outcomes specified in the EHC plan and discuss what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. From Year 9 and above, the Annual Review meeting also addresses preparing for adulthood by involving the local authority careers service or an independent careers adviser.

Adjustments to arrangements, resources, teaching programmes and outcomes are agreed, according to the progress of the pupil and put in place, once amendments to the EHC plan have been agreed by the local authority.

12. Supporting a request for Education, Health and Care needs assessment

When a request for an EHC needs assessment has been made or a parent has requested that ERS be named on their child's plan, the school will aim to provide any information that is required by the parent and the local authority.

If agreement between parents and the local authority cannot be reached, the case may be taken to the Special Educational Needs and Disability Tribunal. In such circumstances ERS must be seen to remain independent and will not send a representative to the hearing unless required to do so by the Tribunal

13. The parent partnership

At ERS we aim to work in close partnership with parents. We operate an “open door” policy for parents and appointments can be made quickly. Regular communication can be through daily or weekly home-school books, email and by telephone. Parents also receive a weekly newsletter. Parents whose children have IPPs are invited to regular reviews with specialist staff and all parents are encouraged to meet with teachers on parents’ evenings. Written reports are also sent home twice each year.

14. Responsibilities and review

All educational staff are expected to support and to work consistently in accordance with this policy.

This policy will be reviewed as required and at least annually.

Policy approved by: Alison Walker (on behalf of Governing Body) Date: October 2025 Next Review: October 2026 (latest):
