



NORWICH SCHOOL

Special Educational Needs and Disability (SEND) Policy

This policy is reviewed by the Council of Management (COM) annually. This policy was last reviewed and agreed in Trinity 2026 and is due for review in Lent term 2027.

Confirmed by:

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Version Control

Version number	Date issued	Author / key contact	Change(s) summary
1.0	Trinity 2022	Gill Parsons	
1.1	Trinity 2023	Gill Parsons	Lower School Deputy Head Academic (line-manager) changed from Chris Parsons to Stacey Boothby
1.2	Trinity 2024	Gill Parsons	Current SEND Governor added. IEP amended to ISP. Reference to 'Statement of Needs' removed (EHCP). Document Control updated.
1.3	Lent 2025	Gill Parsons	Minor amendment – not reviewed by COM. Addition of Assistant SENDCO
1.4	Trinity 2026	Gill Parsons SS /Emma Parsons LS	Policy reviewed and amended in accordance with current practice and guidelines.

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Aims of the School

- To produce scholarly, reflective young people who are capable of handling difficult concepts and expressing profound thought
- To provide a rich, varied and broad education that develops the diverse talents of the pupils
- To equip pupils for a lifetime of leadership and service

Ethos of the School

Learning and scholarship are at the heart of the broad education that Norwich School provides. Christian values - notably love and compassion for one another - underpin our activities and relationships.

Background

Norwich School is an academically selective school which admits pupils into its Senior School on the basis of ability shown in tests and interviews, all the time having in mind the requirements of the SEND Code of Practice 2015.

The School is keenly aware that addressing individual learning lies at the heart of pupil success and this policy therefore aims to provide a framework for the support of learning throughout the School.

Aims of the Policy

- To ensure that all pupils can fulfil their academic potential, skills and abilities.
- To recognise that some pupils require additional support to enable them to do this.
- To work with outside agencies where necessary to enable the greatest access to opportunities for pupil progress in schoolwork, examination performance and future study or career.

This policy will ensure that Norwich School meets the needs of learners identified in the Children and Families Act 2014. It will ensure that no learners, especially those with SEND, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Objectives

To ensure that all learners' individual and special needs are met effectively so that they can receive their educational entitlement and that they are given equal access to a broad, balanced and relevant curriculum, in line with the SEND Code of Practice 2015.

- To ensure that provision for students with individual and special needs is central to curriculum planning and that teaching and learning is adapted appropriately for their needs so that they can achieve high standards and make good progress for their abilities. To recognise and record students' strengths and successes to encourage a positive self-image.
- To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and provision of appropriate educational materials and resources for pupils displaying individual and special needs in line with the SEND Code of Practice 2015.
- The Head of Learning Support (SENDCo) and teachers working within the department liaise closely with the Principal Deputy Head, Heads of House, tutors and parents/guardians. The School sets out to offer a personalised learning programme where practical, with the right level of support and challenge for each pupil.
- To promote and develop inclusive teaching and learning.

Learning Difficulties Defined

A child has a 'learning difficulty' within the meaning of Section 20(2) Children and Families Act 2014 if they have a significantly greater difficulty in learning than the majority of children of their age; or a disability which prevents or hinders them 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 must not be regarded as having a learning difficulty solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is or has been spoken at home.

A child has a 'disability', within the meaning of the Equality Act 2010, if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

We identify four areas of need:

- Cognitive and learning needs including specific learning difficulties such as dyslexia and dyspraxia
- Social, emotional and mental health need
- Communicative and interactive need including autistic spectrum disorders
- Sensory and/or physical needs including visual or hearing impairments

Identification of Pupils with SEND

The School aims to identify pupils for whom learning support would be valuable in the following ways:

- By the receipt of information from a previous school or other educational establishment
- By the provision of information from parents as described above
- By screening all new pupils who enter the School as outlined below
- By the raising of concerns from members of staff about the learning progress of a pupil
- By reviewing the progress of all pupils within the School through the School's reporting system

Admissions Policy

Please see the School's Admissions Policy for further details

- If a pupil is accepted into the School with a known learning difficulty / disability (SEND), the School (acting on advice of the SENDCo) will make reasonable adjustments to meet their needs.
- The School will agree with the parents and pupil how the needs of the pupil can best be met.
- If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents, the pupil and any external agencies which are felt appropriate.
- Failure by parents to disclose information regarding SEND issues may result in the School being unable to offer an adequate level of support.

Screening and Identification of Pupils with SEND

New pupils will be screened for potential learning and/or special educational needs during their first term in the School. Lower 4 and Lower 5 are assessed using the MidYIS test; additionally, all new pupils are screened using the SWIFT digital assessment software.

Parents/carers must be aware that these are screening are not diagnostic tests. The screening tests are not competitive, and no specific preparation is required, nor indeed would it be beneficial.

In addition to information from parents and teachers, school assessments and reporting may be used to identify pupils with a potential learning need.

If the outcome of a test and/or any other circumstances gives the School reason to think that a pupil may have a specific learning difficulty, the School will report and consult with parents/carers as necessary and make recommendations for further investigation.

If initial assessments do not provide sufficient evidence that further investigation is recommended, such investigations could be initiated by parents but must be in consultation with the School; the School would provide a list of recommended assessors.

In cases where specialist assessment may be required, external agencies will be employed. The School is not responsible for costs incurred at this stage, unless in the School's view assessment is essential (see below for further details regarding external agencies).

Learning Support Register

The Learning Support Register records the current status of all those pupils within the School who are under the responsibility of the Learning Support Department.

The register is reviewed regularly, identifies those pupils with Individual Support Plans (ISP) and provides an indication of the type of SEND and a brief outline of the difficulty related to the pupil. It does not give information on how to provide support or the level of support provided by the Learning Support Department. This information is to be found on the pupil's ISP (not all pupils on the Register need ISPs).

If the Learning Support Department closes a pupil's file, i.e. they no longer require support on a regular basis, a record of what difficulties the pupil presented with and the support they received will be noted on file for the duration of their education at Norwich School.

The register is available on the School Information Management System to all relevant staff.

Support for Pupils

Procedure

In line with the SEND Code of Practice 2015 and expected graduated response, pupils receive support for their learning at Norwich School as follows:

Stage 1 - Concern Raised

Concerns may be raised by any member of staff at any stage in a pupil's career at the school or indeed by a pupil or parent/carer.

Stage 2 - Observation

The Learning Support Department will arrange to observe the pupil in lesson(s) to obtain first-hand evidence of the potential problems a pupil may have. Furthermore, they may ask for feedback on the pupil from his/her teachers and review the pupil's academic progress.

Stage 3 - Pupil Meeting

A member of the Learning Support Department will aim to meet with the pupil as soon as possible. This meeting may include, with the permission of the parents, a selection of educational assessments as well as a pupil interview.

Stage 4 - Assessment of Pupil Needs

In the light of the pupil meeting, a member of the Learning Support team will discuss the needs of the pupil with the referring teacher and the relevant senior teacher (this is likely to be the Head of House or Head of Section). At this stage, it will be usual for some feedback to be given to parents on the outcome of the appraisal. The pupil may then be placed on the learning support register and the level of support required will be determined.

Stage 5 - Pupil in Learning Support

Pupils may be offered learning support lessons on either a regular or occasional basis. These lessons may be offered on a one-to-one or small group basis and may require the pupil to be withdrawn from scheduled academic lessons. Staff are expected to release pupils from scheduled lessons to take part in learning support lessons.

Stage 6 - Preparation of Individual Support Plan (ISP)

At an early stage in the work carried out by the learning support teacher, an Individual Support Plan may be prepared and circulated to relevant teachers. This will highlight the pupil's needs and appropriate classroom adaptations in order for learning to be more effective.

Stage 7 - Conclusion of Programme of Support

With reference to the SEND Code of Practice 2015, at the end of a defined period, the regular lessons of support for most pupils are concluded. A review of their progress is carried out, and further performance is closely monitored. They will continue to be recorded on the Learning Support Register and, where appropriate, their ISPs will continue to be reviewed on a regular basis. Whilst they may not continue to be seen by the Learning Support Department on a regular basis, it is possible for them to be assessed and reviewed by the department at any subsequent stage. Close liaison with teaching staff is expected.

Strategies for Provision

- Regular monitoring, evaluation and review carried out by the leadership team will ensure that the aims for learners' individual and special needs are met to the highest standard and quality.
- Identification and referral of students considered as having special educational needs will be the responsibility of every member of staff.
- High-quality, adaptive teaching will be available for all pupils.
- Staff are encouraged to use inclusive strategies including clear classroom presentation, accessible resources, appropriate scaffolding, consideration of working memory and processing needs, and multi-sensory approaches to learning.
- At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing, which will take account of the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements.

- The SENDCo will be responsible for managing the process of the identification and assessment of the specific educational needs, and a procedure will be put into place for formal assessment of SEN involving outside agencies as appropriate. Individual pupil progress at Additional SEN Support Level will be monitored.
- The assessment of special educational needs will be constructive in practice, with feedback to relevant members of staff, parents and guardians. Learners will be fully and actively involved at each stage.
- The Council of Management, through the School, will have in place a system to ensure that parents are appropriately involved at every stage once their child has been considered as having special educational needs.
- A Governor will be encouraged to take a full role regarding the SEND provision within the School with both the SENDCo and the Head. The current SEND Governor is the Revd Canon Aidan Platten.
- INSET opportunities will be provided for staff to raise awareness and provide practical examples of suitable curricular materials.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching resources and specific advice to teaching and support staff.
- The positive achievements of pupils must be recognised and celebrated.
- All teachers are teachers of special needs.
- Pupils with an Education and Health Care Plan or statement will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

Examination Access Arrangements

The Learning Support Department will review the needs of identified pupils for access arrangements in both public and internal exams. The Learning Support Department works closely with the Head of Centre, the Examinations Officer and the Principal Deputy Head and Assistant Head (Quality of Teaching and Educational Development) to ensure that such needs are met whenever possible.

Public Exam Access Arrangements

For the purpose of public examination access arrangements, the process is governed by the regulatory body the Joint Council for Qualifications (JCQ). Access arrangements can only be awarded in accordance with the regulations set out by JCQ (please refer to the Public Examination Access Arrangement policy)

An assessment for such access arrangements will be carried out by a member of the Learning Support Department at the beginning of the pupils' GCSE or GCE studies as advised by the JCQ. Parents/carers should be advised that these assessments are to provide evidence that an access arrangement is required by the pupil and are not diagnostic.

Furthermore, as the JCQ (the regulatory body) requires that the assessments are conducted by the School or school partner, the School cannot, therefore, accept the findings of privately commissioned reports for the purpose of access arrangements. Where such reports have formed the basis of previous support, a further assessment conducted by the School or school partner will have to be done.

Internal Exam Access Arrangements

For internal examinations, those on the Learning Support register will usually be granted 25% extra time. This not only enables them to build confidence in their performance under exam conditions but also allows the School to evaluate their performance during the extra time and to build evidence for later use if access arrangements are granted for public exams. Provision of adjustments in internal school assessments is not a guarantee of adjustments in public examinations. This is determined by external, national criteria under the JCQ regulations as noted above.

Other alternative/additional access arrangements may be required during a pupil's time in school due to identified needs and are determined with reference to the JCQ regulations.

Higher Education

The School is not responsible for writing full diagnostic assessment reports required for access arrangements and resources for Higher Education.

Pupils who wish to continue their exam access arrangements at university and/or intend to apply for a Disabled Students Allowance will need relevant diagnostic reports and/or supporting evidence from an external professional, such as an Educational Psychologist or a Specialist Assessor. Existing reports from assessments prior to age 16 can still be used for this purpose as long as still representative of current needs.

If new assessment reports are required, their commission is a private matter between the parents and the external professional and responsibility for payment lies with the parents. School will supply any additional supporting information required by the HE institution as necessary when requested.

Support for Teachers

Teachers (including visiting music teachers) are supported in their teaching of pupils with SEND in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training; all staff receive SEND training). This may include guidance on inclusive practice.
- Information contained in the Learning Support Register.
- Advice given within departmental meetings, by a member of the Learning Support team, when it is clear that there are particular issues relating to a subject.
- In-class observation of pupils with SEND and subsequent feedback from SENDCo or one of his/her assistants (especially when learning or behavioural issues are identified).

- Provision of ISPs for pupils who are receiving regular support from the Learning Support Department; teachers are aware of these ISPs for the pupils they teach, must read them and act on the advice and strategies recommended, insofar as they are relevant to their subject.

Outcomes

In this school all learners including those with special needs will have their needs met to a high standard so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others and given appropriate access to the curriculum teaching and learning.

Staffing

SENDCO - Senior School Assistant SENDCO – Senior School EAL Co-coordinator Principal Deputy Head (line-manager)	Gill Parsons Lisa Batchelor Lena Arien Nicky Faiweather
SENDCO - Lower School Deputy Head Academic (line-manager)	Emma Parsons Stacey Boothby
SEND Administrative Assistant:	Ashley Granados

Roles and Responsibilities

The Head of Learning Support (SENDCo) is responsible for the day-to-day running of all matters pertaining to SEND. The role of the SENDCo, in collaboration with the Head, Senior Management Team (SMT) and Governors, plays a key role in determining strategic development of SEND policy and provision in the School to raise the achievement of pupils with specific educational needs. This includes the following:

- Ensuring the Learning Support Policy is up to date and reflects current good practice in the School as well as taking into account new initiatives and research in the field of SEND. The effectiveness of the policy is regularly monitored and reviewed annually.
- Taking responsibility for the day-to-day operation of the Learning Support Policy and the coordination of provision for individual pupils
- Devising, implementing and evaluating SEND systems
- Monitoring and evaluating provision made for pupils with SEND, including the effectiveness of teaching and learning
- Advising the SMT regarding the development of policies for whole school improvement
- Deploying resources effectively to achieve objectives

- Evaluating the provision to support class teachers in improving the quality of teaching and learning for pupils with SEND. Day-to-day in-class provision is managed by the Assistant Sendco
- Organising and providing continued professional development (CPD) in the area of SEND for all staff
- Having the skills and knowledge to develop effective inclusion within the School
- Liaising and developing effective partnerships with outside agencies, parents and ensuring the pupil's views are taken into account
- Providing regular feedback to the Head and Governors on the effectiveness of provision for SEND pupils
- Ensuring there are short- and long-term Learning Support plans to improve SEND provision in the school
- Supporting the development and dissemination of inclusive and dyslexia friendly practice across the School.
- The EAL Coordinator has responsibility for the day-to-day management, monitoring, and provision of EAL support. The SENDCo oversees the effectiveness and development of EAL provision as part of the Learning Support remit.

Assistance from Outside Agencies

Norwich School has links with several Chartered Educational Psychologists, Clinical Psychologists, Specialist Assessors and other advisers who are able to assist when required in the assessment and additional support for pupils with SEND.

The Learning Support Department will not carry out any diagnostic assessments; however, more specific assessments, to determine whether a full diagnostic report is recommended, may be carried out by the School ahead of a full diagnostic report conducted by an external agency.

Specific feedback to parents/carers on any assessments which have been conducted will be given. This feedback may indicate that a pupil's difficulties are potentially associated with a given diagnosis and further investigations are needed.

The School having consulted with them, it is the responsibility of parents to engage the services of an external Chartered Educational Psychologist or specialist teacher with an Assessment Practising Certificate (APC) and to cover all costs relating to the consultation and report (unless in the School's view assessment is essential). The School will provide a list of recommended external agencies.

The School is not obliged to enact the recommendations of specialist external agency reports in cases where parents and the School have not had prior consultation on the best way forward for the pupil.

Where a pupil has an Educational Health Care Plan (EHCP) prepared by the local authority and Norwich School is named on the plan, the School has a statutory duty to provide for the pupil's needs as outlined in the EHCP. The ISP will reflect this.

The School will work with this body to ensure that the provisions of the statement are addressed and that the relevant ISPs are prepared and enacted according to the relevant statutory requirements or ISI regulatory requirements.

It is the duty of the person in charge of Learning Support to advise teachers on the particular needs of the pupil and the recommended strategies for teaching them. For pupils with an EHCP, the person in charge of Learning Support or his/her assistant will chair the annual review, with in attendance, representatives from the local authority, parents, the pupil and any other relevant professionals.

For any pupil with SEND, we take every reasonable step we can to ensure their welfare. Such pupils, in the interests of their welfare, will sometimes require an amendment to the normal programme of study, whilst at the same time being given equal access to the academic curriculum.

EAL Pupils

The School conducts its teaching in English, and there is an expectation that all pupils are able to communicate effectively in English. There are a number of pupils in the School who have learnt English as an additional language (EAL) in addition to their mother tongue.

Whilst the SEND Code of Practice 2015 and the JCQ exam regulations make it clear that a pupil does not have learning difficulties simply because English is not their first language, the strategic oversight of EAL provision in school sits within the Learning Support Department and is managed by the EAL Coordinator. Please see the associated English as an Additional Language (EAL Policy)

Special provision in examinations for EAL pupils can be provided where necessary, such as bi-lingual dictionaries in accordance with JCQ regulations.

If an EAL pupil also has an additional SEND, they will also be included on the SEND register and their support will be jointly managed by the EAL coordinator and Learning Support team.

To enable us to provide appropriate support for EAL pupils, during the application process, we ask for details from parents about their child's ability in English and their language background. Additionally, entry screening tests (entry tests, Oral English Proficiency Test (OEPT) for our international pupils) are conducted to allow us not only to identify potential pupils with EAL but also the level of support they may require. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a scheme of support if it is seen to be required.

Social, Emotional and Mental Health

Norwich School is committed to supporting pupils with such needs. Pupils with long-term mental health difficulties will be included on the Learning Support

Register where this impacts on a pupil's ability to access learning. The involvement of the Learning Support Department is outlined in the Behaviour Support and Intervention Policy and the Mental Health Policy.

Some pupils may require a joint Learning and Pastoral Support plan. These are coordinated by the Head of Learning Support and the Head of Welfare.

Liability of the School

Unless negligent in the operation of this policy, the School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

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