



Special Educational Needs and Disability Policy

This policy complies with:

- Section 69 (2) of the Children and Families Act 2014, regulation 51,
 - Schedule 1 of the SEND regulations 2014).

2024-2025 School Year

The SEND Policy is the guiding document for all SEN practice in the school. It should be read in conjunction with the Equal Opportunities, Safeguarding [Child Protection], Admissions, EAL (English as an Additional Language), Exceptionally Able and Curriculum Policies.

SENDCo DETAILS

Mrs Cerian Parker-Yeates –Head of Learning Pathways SENDCo (Assistant Head)

ETHOS AND VALUES OF THE SCHOOL RELATING TO SEND

Our School Aim:

Prior's Field pupils have a wide range of abilities, talents, and interests. The aim of the school is to provide an excellent all-round secondary education that brings out the best in each girl according to her abilities and talents.

We will do this by:

1. inspiring girls with an ambitious and tailored all round secondary education which encourages them to think for themselves and enables them to realise their potential;
2. encouraging and celebrating individuality;
3. developing well balanced and enterprising young women of integrity who leave school prepared for the next stage in life and ready to make their mark in the world;
4. providing a range of opportunities for girls to discover and develop new interests, passions, and talents;
5. maintaining a culture of praise and encouragement where girls feel at home and confident to know and be themselves;
6. responding ambitiously to the challenge of change by developing staff, improving facilities and fostering links to the wider community;
7. optimising the school's resources, recognising our responsibilities for administering our charitable funds efficiently and for the benefit of the school and wider community.

Our SEND Policy reflects our school's overall aim particularly ensuring that we seek to bring out the 'best in each girl according to her abilities and talents.'

We will ensure that our support arrangements are about, 'Inspiring girls with an ambitious and tailored all round education which encourages them to think for themselves and enables them to realise their potential' We work to develop pupils' awareness of their own learning profile and promote their ability to self-advocate given this knowledge. It is particularly important that girls are helped to understand their learning differences and challenges and so we seek to educate them about the way in which their learning profile can be managed and in the best scenarios regarded as a gift.

High expectations apply to all our pupils, and we would expect the best possible outcomes for pupils with SEND in terms of happiness, curiosity about learning and eventual academic success, which will be fulfilled both in school and after leaving Prior's Field.

We know that interventions through the Learning Development Department are not viewed as the only support method; support is a whole school approach. Staff members throughout the school (teaching and non-teaching) are informed of the specific needs of those pupils with learning difficulties and, where appropriate, are involved in the planning and implementation of the pupils' SEND Passports alongside the pupil and her parents.

Send Passport example:

Name:		photo	Form:	Tutor:
Access Arrangements:	Learning Support Sessions with:			
•	Session length:			
SEND:	Classroom Support:			
•				
Student Voice – what do I need in the classroom?				
Targets:				
1. .				
2. .				
3. .				
Date:		Review: By XXX by DATE		

The school's data information system, iSAMS, houses details of learning differences in the form of a SEND Register. These records are shared with staff members only and are subject to General Data Protection Regulations.

We welcome pupils with a variety of learning needs and differences provided we can meet those needs and can ensure that pupils make optimum progress and are able to fulfil their academic potential.

POLICY FORMATION

This Policy was written in collaboration with the following parties:

1. Governor Responsible for SEND	5. Designated Staff Members Responsible for Safeguarding
2. Head of Learning Pathways SENDco (Assistant Head)	6. Head of Boarding
3. Learning Development Department teachers	7. School Nurse
4. Deputy Head Academic	

WHAT IS SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITY)?

Definition according to SEND Code of Practice 2015:

Special Educational Needs

The Special Educational Needs (SEN) Code of Practice (2015) sets out guidance and expectations in relation to identifying, assessing and providing for children and young people with special educational needs. A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

- ‘Has a significantly greater difficulty in learning than most others of the same age; **or**
- ‘Has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2015, para xiv)

Special educational provision is individual provision that is additional to, or different from, that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching. This is the spirit of our SEND Policy at Prior’s Field. We believe that for the vast majority of pupils, Quality First teaching, excellent pastoral care, and effective supportive relationships between teacher, pupil and parents will allow all pupils to flourish and learn, regardless of their learning differences and difficulties.

IDENTIFICATION - How do we identify students with SEN and/or disabilities prior to entry to Prior’s Field?

We have close partnerships with our feeder schools and usually have a particularly good idea of the kinds of learning differences our students have at the time they join our school.

Our Admissions Team supplies us with information such as diagnostic assessment reports or any Learning Support Plans which have been in place in the feeder school. Our Learning Development Team review any such reports and plans carefully to ensure that we can meet the needs of those students to allow them to achieve their full potential. The Learning Development Team provides advice about the type of support we could offer the pupil if we were to admit her.

If it is determined that we can meet a student's learning needs, and the criteria for entry are met (please see the Admissions Policy) girls are admitted and will learn alongside their mainstream peers.

Where a diagnostic assessment report exists, and a recommendation is made that a girl should receive 1:1 teaching, it is expected that parents agree to this additional, costed provision as a condition of admission to the school. It is important to stress that this agreement is made in advance of admission and the parent/carer of the girl understands that this tuition incurs an additional cost. The school will make the details of the nature of support and the costs associated available to the parent at the time the offer of a place is given. A SEND Passport will be prepared for the pupil and staff made aware of the individual's SEND and support needs.

FOUR BROAD AREAS OF NEED IN REGARD TO SEND AS A WHOLE:

We look at four broad areas of needs when determining whether a student may require additional help to achieve their potential:

1. communication and interaction
2. cognition and learning
3. social, emotional, and mental health difficulties
4. sensory and/or physical needs

Children may demonstrate aspects of behaviour and learning difficulties which fall across more than one area of need and, as a school, we adopt a comprehensive approach when determining the type of support we will give.

Some children may, at some points in their academic career, fail to make expected progress in comparison to their peers. This can be due to any number of factors and the situation is likely to be temporary. We would not classify children displaying this type of profile as having 'Special Educational Needs' as defined in the 2015 Code of Practice.

For a child to be determined to have Special Educational Needs she must fulfil the criteria stipulated by the Equality Act 2010 which describes learning disabilities as being:

- 'limitations going beyond the normal differences in ability which may exist among young people.'
- that they are, 'substantial', meaning more than minor or trivial,
- that they are 'long term', meaning that the impairment has lasted for longer than twelve months.

At Prior's Field, by Policy, we would expect that girls with SEND have an assessment (conducted by an Educational Psychologist, Specialist Teacher Assessor or equivalent) which outlines in detail the nature of her difficulty with clear advice for the school on how to support her.

The girls we support usually have some form of Specific Learning Difficulty. All girls have full access to the curriculum and are taught alongside their peers in regular classes. They have access to high quality teaching, a broad and balanced curriculum and the entire range of school activities.

IDENTIFYING SEND AFTER ENTRY TO PRIOR'S FIELD

After entry to school, during the Autumn Term each year, all girls new to the school are given a range of tests designed to assess their academic strengths and weaknesses.

The tests we use are:

- CAT4
- PASS
- Reading/Spelling age

The results of these tests are analysed carefully by staff members and any girl who does not perform as well as could be expected is flagged for concern.

We believe that a range of assessments should be used diagnostically to contribute to the early and accurate identification of pupils' SEND.

Tests and paper-based assessments, no matter how sophisticated, do not tell the whole story of a pupil as a learner. In their normal interactions with the pupils, teaching and non-teaching staff assess progress. These assessments are taken into account when working to determine how to support a pupil, especially if we consider she may have an undiagnosed learning difference.

PUPIL VOICE

The pupil voice has also always been vital to progress for all our pupils. If a pupil raises a concern about her own performance and progress, this is taken seriously and discussed with her.

PARTNERSHIP WITH PARENTS

Prior's Field always regards parents and carers as partners in the learning process. If a girl is not making expected progress in her academic and co-curricular work, or if there are concerns about her well-being, behaviour, or emotional health, parents or carers can raise concerns with the form tutor, the subject teacher, or Head of Year.

RESPONDING TO CONCERNS

At Prior's Field we assess the progress of all our pupils regularly through our normal school systems through tests and examinations, progress reports and consultation events with parents. Teaching staff identify those pupils making less than expected progress given their age and individual circumstances.

Stage 1 – First Response:

A concern is raised if a pupil is:

- significantly slower than their peers when starting from the same baseline,
- failing to match or better their previous rate of progress,
- failing to close the attainment gap between themselves and their peers,
- experiencing a widening in the attainment gap between themselves and their peers.

The subject teacher and form tutor will initiate the Graduated Approach of Assess, Plan, Do, Review.

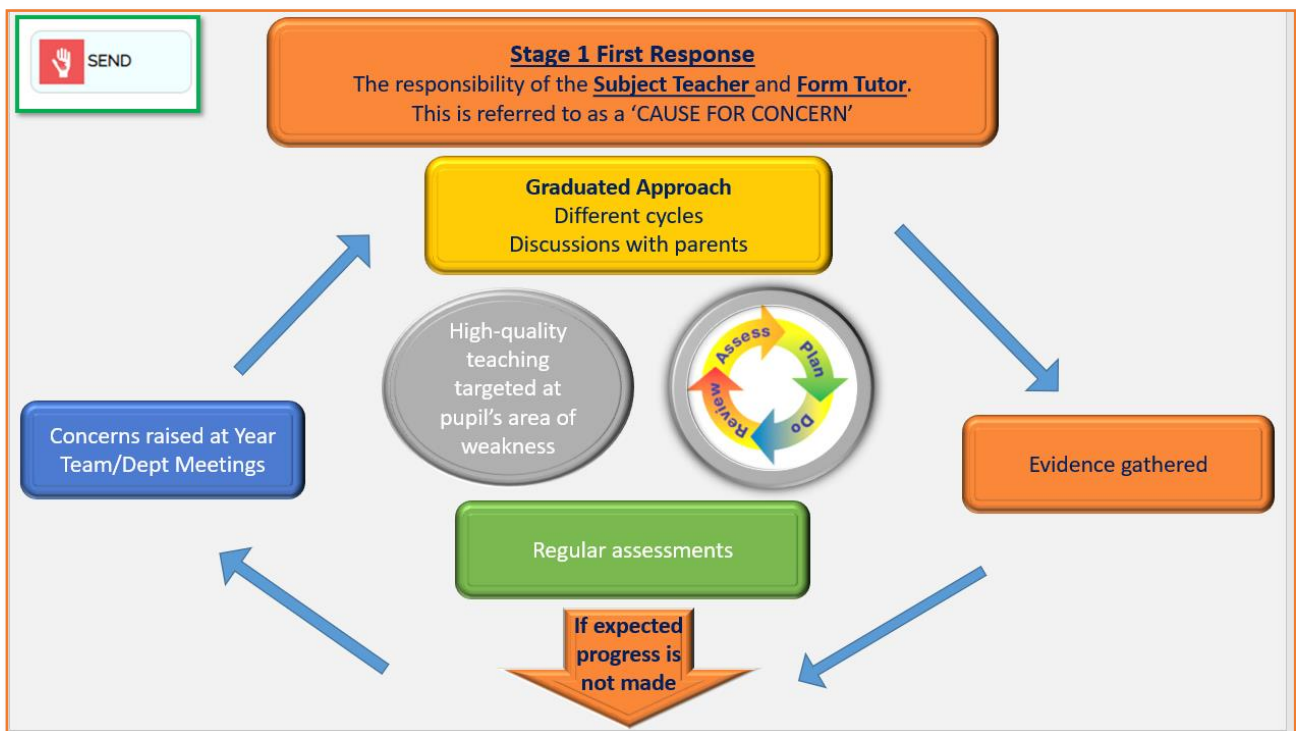
A range of strategies will be employed to support the pupil and evidence will be collected of those strategies and the outcomes achieved.

The form tutor will open discussions with the pupil's parents to keep them informed.

Further information and observations will be gathered from the pupil's other subject teachers by the form tutor and inform the Learning Development Department / SENDCo that a concern has been raised.

The pupil will be directed to attend subject drop-in sessions to support specific subject issues.

Over the period of at least half a term, evidence will be gathered and discussed in Year Group team meetings and subject department meetings with her progress monitored.



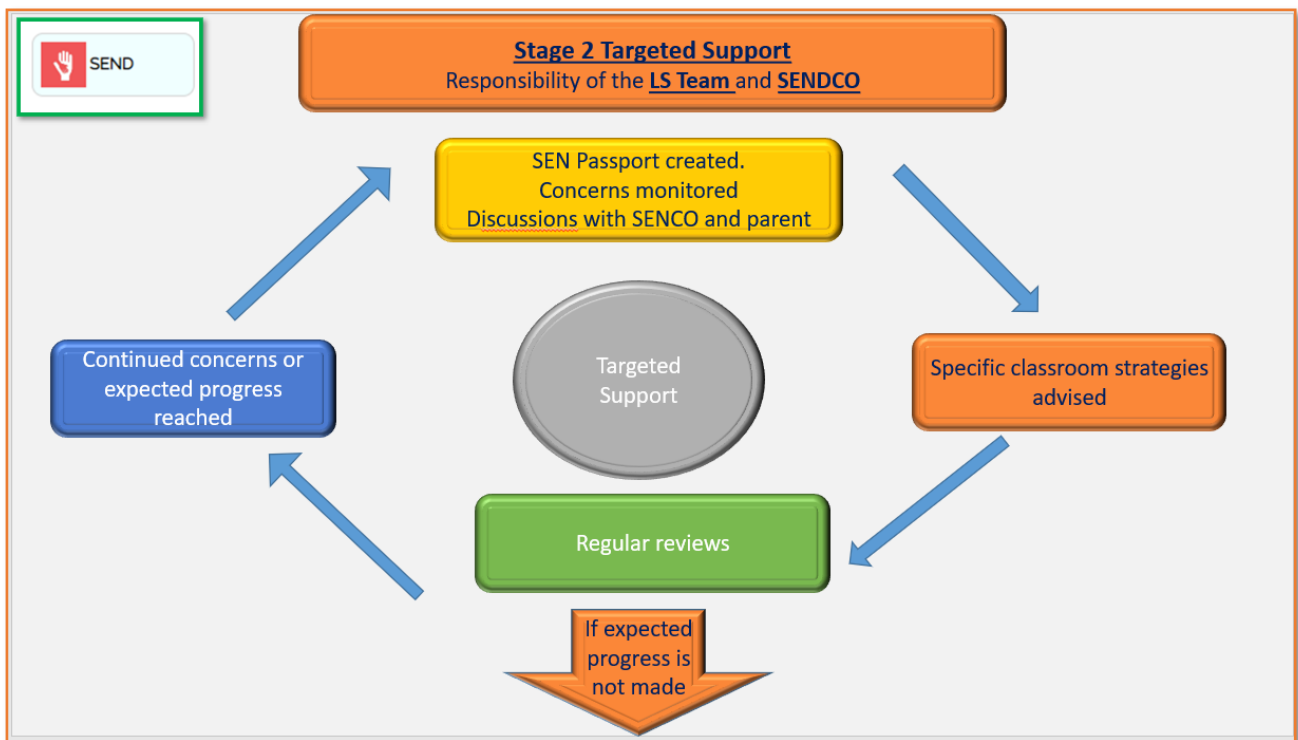
If progress is not achieved, she will be escalated to Stage 2.

Stage 2 – Targeted Support

Once Stage 1 - First Response has been completed and reviewed, Stage 2 - Targeted Support is implemented.

A SEND Passport will be created in partnership with the parents or carers and will include specific strategies which have been successful during the Assess, Plan, Do, Review cycle. This Passport will be shared with staff.

Regular reviews will continue to take place and progress monitored.



If progress is not sustained, she will be escalated to Stage 3 – SEND Support.

Stage 3 – SEND Support

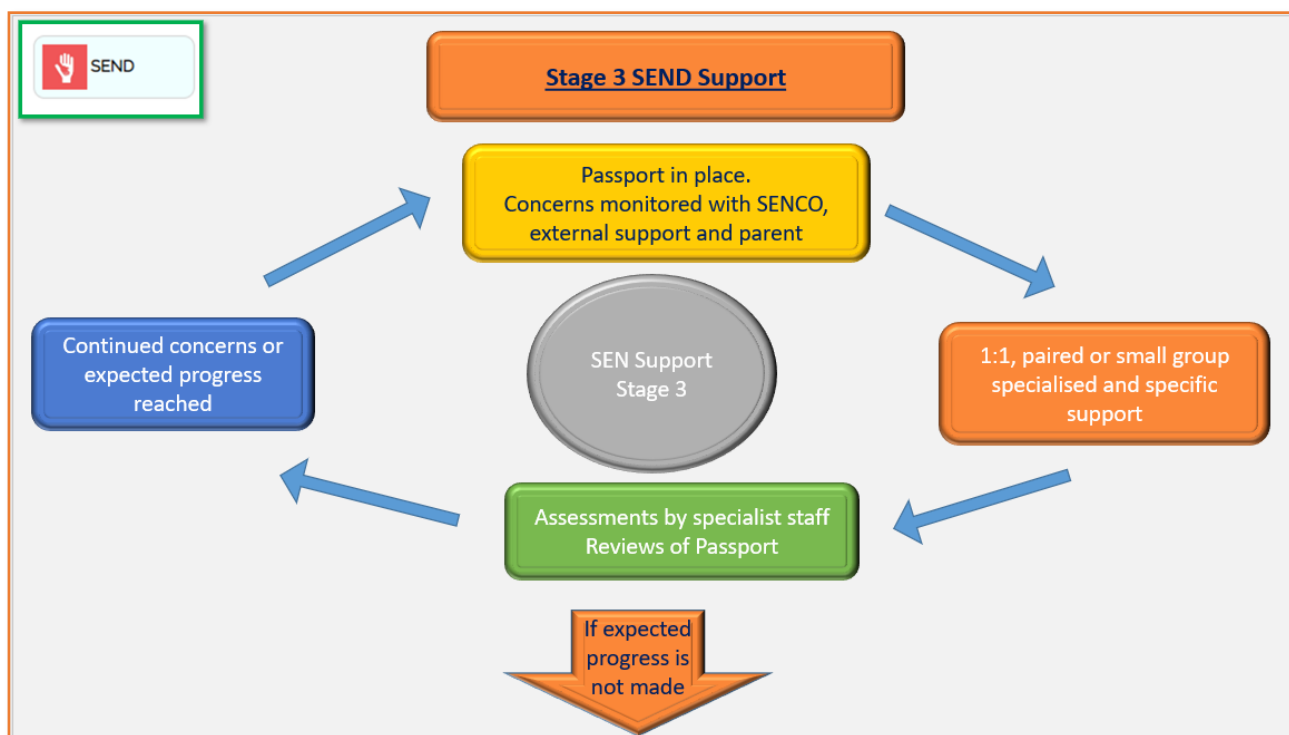
With the SEND Passport in place and progress not being achieved in lessons, the pupil will then be recommended to receive targeted support within the Learning Development Department. Specialist support through 1:1, paired or group sessions will be arranged in agreement with parent/carers and the pupil.

These intervention sessions are charged to parents/carers.

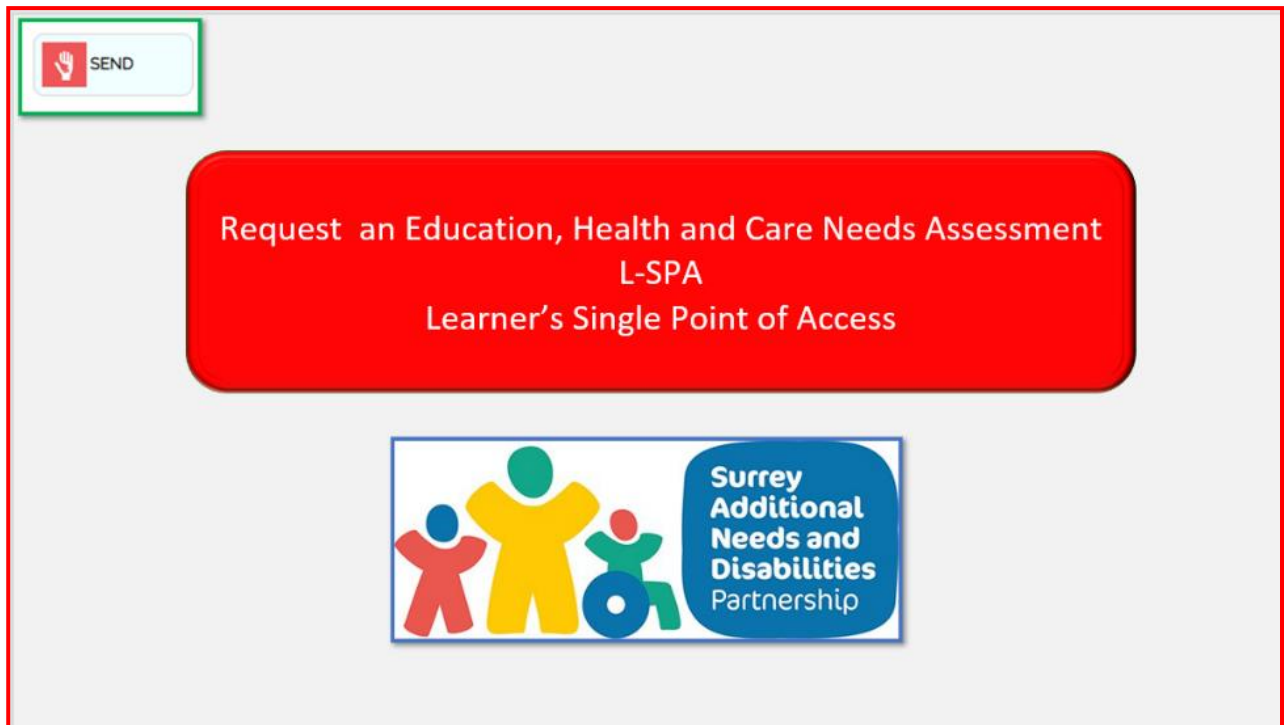
Learning Development teachers will liaise with subject teachers to ensure the targeted support is both pertinent to the pupil and to the subject.

Pupil progress will continue to be monitored within the Learning Development Department and subject departments.

It might be appropriate for the Learning Development Department to recommend onward assessments from suitably qualified specialist assessors to identify or rule out any specific learning difficulty. This would be discussed fully with the parents/carers.



If learning difficulties and/or other conditions have been diagnosed, and further significant and sustained difficulties are identified and observed, it might be appropriate to seek a higher level of support through an Education, Health and Care Needs Assessment. This will be discussed thoroughly with parents/carers by the Head of Learning Pathways SENDCo (Assistant Head).



If following an Education, Health and Care Needs Assessment a pupil is given an Education, Health and Care Plan (EHCP), the Head of Learning Pathways SENDCo (Assistant Head) will manage and oversee the implementation of the plan within the school and ensure that the requirements outlined on the plan are met. The Annual Review cycle, including liaising with all appropriate stakeholders, will be overseen and managed by the Head of Learning Pathways SENDCo (Assistant Head).

MANAGING MEDICAL CONDITIONS:

Information regarding how the school fulfils its duty to cater for pupils with medical conditions can be found in the: "PAM" Pastoral & Medical Handbook *Guidelines and advice for staff in supporting staff and pupils. This document is available on the Prior's Field Staff Shared Folder*

Reviewed by:	Head of Learning Pathways SENDCo (Assistant Head)
Date of next review:	1 September 2025
Governors review:	E&W Autumn 2024
Location:	Website/Portal/ISI

Access Arrangements for External Examinations GCSE and A Level

To qualify for Access arrangements (e.g., extra time, word processing, rest breaks, readers, scribes etc.) there must be a clear justification based upon:

- history of need,
- history of provision,
- current learning difficulties and up to date evidence i.e., assessment reports by an appropriate assessor. These formal assessments must be completed in the 2 years prior to the qualification being finally taken.

All girls must have a current and up to date assessment by the end of year 9 (Third Year)

PLEASE NOTE assessments which will be used as evidence for application to the JCQ (Joint Council for Qualifications) for Exam Access Arrangements MUST have been carried out by the school's affiliate Specialist Teacher Assessor whose qualifications we hold on file as well as the JCQ/AA/LD Form 8. The assessor used is also certified by PATOSS. WE WILL NOT ACCEPT ASSESSMENTS BY ANY OTHER PERSON WHEN APPLYING FOR CONCESSIONS IN EXTERNAL EXAMINATIONS. THERE WILL BE NO EXCEPTION TO THIS RULE.

Access Arrangements are subject to approval by the Awarding Bodies and are subject to a JCQ inspection.

The Head of Learning Pathways SENDCo (Assistant Head) works closely with the Exams Officer to ensure the Access Arrangements are appropriate for all girls, and that the appropriate assessor reports are supplied to the Awarding Bodies when required.

New applications are required for students progressing from GCSEs to A Level (or equivalent). The SENDCo (Head of Learning Development Department) will make these applications in a timely manner when girls are admitted to Sixth Form.

Extra time in exams

Candidates are only entitled to a reasonable adjustment if they are disabled, within the meaning of the Equality Act 2010 and are at a substantial disadvantage in comparison to the general population when taking an exam under timed conditions.

Candidates who are not entitled to a reasonable adjustment should not be given extra time to help them achieve a higher grade. Many candidates might improve their performance if they had more time to complete their exams but if they are not both disabled and at a substantial disadvantage because of the time restrictions when compared with others, they are not entitled to, and should not be given, more time.

Disabled candidates must be given the reasonable adjustments to which they are entitled. Exam boards and centres must understand and fulfil their duties to disabled candidates.

For a candidate with learning difficulties to be given extra time of up to 25% the centre must have evidence that shows that the candidate met the provisions set out by the JCQ. These provisions included the requirement that a candidate should have a 'slow' processing speed.

Evidence held by a centre should normally include, among other things, standardised test scores showing below average (for the national cohort) speeds in reading and/or writing and/or cognitive processing. Scores below average are defined as being those of 84 or less, that is at least one standard deviation from the mean. The centre should also be able to show that a candidate is normally given and uses extra time to complete other learning activities, including for exams and other assessments.

The centre decides whether a candidate meets the provisions for extra time of up to 25% that are set out in the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration*. The centre then processes any application using *Access arrangements online*.

Use of Word processors in exams

Arrangements for use of a word processor in internal and external exams can only be made on recommendation from a formal assessment by an appropriate assessor or the SENDCo. This will be where it would benefit the candidate with a learning difficulty, which would otherwise be at a substantial disadvantage due to their inability to write in a legible fashion. The use of a word processor must also reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

Normal way of working would mean that the candidate uses a word processor for internal school tests and mock examinations.

The key principle is that the arrangement is not suddenly granted to a candidate at the time of an examination: there must be an *appropriate need* for the arrangement. That need may be based on a candidate with a disability, or it may simply reflect the mode of teaching within the educational establishment.

Word processors will not be granted to a candidate simply because they prefer to type rather than write, because they use a word processor at home or during lessons or because their parents request this.

Although JCQ **permits** the use of word processors for non-disabled candidates who need it and for whom it is their normal way of working, JCQ does not **require** it. This permission does not give individual non-disabled pupils, or their parents, rights in this regard vis-a-vis schools or examination boards.

It is perfectly legitimate for schools to inform parents of non-disabled pupils that they are not able to support word processor use in examinations. This position is common to many schools at present; few are currently equipped with the necessary space, staff, or technical capability to deal with the coordination of widespread word processor use in public examinations. It is lawful for schools to inform parents that they have limited resources and that these must be focused where the need is greatest, for example, on examination candidate with disabilities. Also please note that only the school's own word processors are permitted. Tablets and MacBook are not permitted.

This reflects the latest guidance to schools from the DfES.

TRANSFER:

All SEND Passports are held by the Head of Learning Development Department /SENDCo and upon transfer to another school or Further/Higher Education she will arrange for the transfer of documents in hard copy or electronic copy to the next user upon request.

Parents will make known to the Prior's Field Head of Learning Development Department/SENDCo the details of the SENDCo at the receiving school or college in order that formal contact can be made to ensure an effective transfer of information.

On transfer to university all applications for Access Arrangements including JCQ Form 8 information will be provided to THE PUPIL and or HER PARENTS and NOT the university by the Head of Learning Development Department / SENDCo

CURRICULUM:

How does our curriculum meet the needs of pupils with SEND?

Details of the Prior's Field curriculum can be found in The Curriculum Policy published on our website.

TRACKING PROGRESS:

Monitoring and Review

Monitoring of the progress of girls with SEND takes place on a regular basis throughout the school. It is the responsibility of all staff members, teaching, and non-teaching to ensure that girls with SEND are making

progress which is comparable to that of their peers. Subject teachers will ensure that they have high expectations of all pupils and that those with SEND make progress in line with their potential and ability. Formalised monitoring of progress is carried out in the following ways:

- Heads of Year and form tutor weekly meetings. (Girls causing concern).
- Formalised work scrutiny.
- Departmental meetings, (minutes of meetings are used for reference).
- Head of Learning Pathways SENDCo (Assistant Head) or Learning Development Department teachers attends departmental meetings and Heads of Department meetings on a regular basis.
- Feedback from reports, pupils, and parents.
- Scrutiny of performance in homework, tests, and examinations.
- Regular reports are written for those receiving support lessons and these narratives accompany the general school report sent to parents. They also form part of the review evidence on the SEND Passport.
- The Head of Learning Pathways SENDCo (Assistant Head) liaises with Educational Psychologists, Occupational Therapists, Speech and Language Therapists and Optometrists etc. when necessary.
- The Head of Learning Pathways SENDCo (Assistant Head) will review pupil performance in formal school examinations to advise on the potential usefulness of 'Access Arrangements' in examinations.
- The Head of Learning Pathways SENDCO (Assistant Head) will track the progress of pupils with specific learning difficulties and / or disabilities to ensure that the expected progress is being made.

WORKING WITH EXTERNAL AGENCIES:

We work closely with any external agencies that are relevant to individual pupil's needs, these include:

- Support from Local Authority Advisory Team (please see Surrey Local Offer)
- Helen Arkell Centre
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Social Services
- Integrated Team
- School Doctor
- Paediatricians
- Mental health Service for Children and Young People in Surrey (CAMHS)

TRAINING AND RESOURCES:

ACCESSIBILITY:

PHYSICAL ACCESSIBILITY

We recognise that some children with SEND may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Prior's Field's Accessibility Plan from the website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents, and visitors.

TRAINING AND RESOURCES

Please see the school's CPD Policy which is located on our website.

COMPLAINTS:

Please see the school's complaints procedure documentation which is located on our website.

Roles and Responsibilities regarding SEND at Prior's Field Academic Year 2024-25

Responsibility	Name
Special Educational Needs Coordinator (SENCo/SENDCo)	Mrs Cerian Parker-Yeates
SEN Governor	Mrs Ros Kamaryc
Designated Person for Safeguarding	Mrs Karen Wilcock
Designated Person for looked after children	Mrs Karen Wilcock with Mrs Cerian Parker-Yeates
Designated Person for oversight of medical needs	Mrs Cerian Parker-Yeates with school nurses
Designated Person for the safe storage of SEND records	Mrs Cerian Parker-Yeates