SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Policy Name:	Special Educational Needs & Disabilities (SEND) Policy
Applicable to:	Senior School
Name of Sponsor:	SENDCo
Date of Policy:	1st September 2026
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Governing Body Oversight:	Yes
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POLICY AMENDMENTS

Date of Amendment	Material Details
1st November 2024	Complete
1st September 2025	Annual review and update. Correlated with Accessibility Plan and Policy.
1st October 2025	Support for Autism Spectrum Disorder amended to Autism Spectrum Condition (ASC) & arrangements for examinations updated to reflect updated practise.

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Our Philosophy

1. Blundell's School (the "School") is committed to securing the best educational outcome for every pupil, regardless of any barriers to learning. As a community, we work together to provide a broad and balanced curriculum that is continually reviewed to make learning accessible to all of our pupils.

Our Aim

2. Our aim is to support pupils with Special Educational Needs and Disabilities (SEND) to raise their aspirations and their achievement. We use a planning and delivery cycle that includes the views of the pupils and their parents to ensure that the evidenced-based approaches we employ are an effective and positive experience.

3. Through the use of whole school and individual assessment and monitoring we are able to celebrate the strengths and support the weaker skills that our learners possess.

4. Our whole school approach to SEND provision means that all members of staff share equal responsibility for the progress of pupils.

SEND Roles & Responsibilities

5. Those with Key roles and Responsibilities with regard to the SEND provision at the School are outlined below.

    a. **The SENDCo** (Special Educational Needs & Disabilities Co-Ordinator). The SENDCo leads curricular access. With the Learning Support department, they draw up Individual Education Plans (IEPs), advise teachers on reasonable adjustments and monitor the impact of strategies. The SENDCo advises staff on the SEND approach, determines the strategic development of this policy, maintains the SEND register and liaises with external agencies.

    Mr Andy Kingdon: apk@blundells.org

    b. **Member of SLT with Responsibility for SEND**. Supports the SENDCO.

    Dr Jonathan Ratcliffe: jar2@blundells.org

    c. **The Designated Safeguarding Lead (DSL)**. Supports the SENDCO.

    Mrs Nicky Klinkenberg: njk@blundells.org

    d. **Blundell's Medical Centre Team**. Responsible for Meeting the Medical Needs of Pupils.

    medical@blundells.org or seniornurse@blundells.org

e. **The Bursar and the Estates Team**: The Bursar leads the physical accessibility strategy. The Estates team maintains the physical environment, carries out access audits and works with the Bursar to plan and implement building improvements.

bursar@blundells.org

f. **The Governing Body**. The Governing Body are ultimately responsible for ensuring the implementation and annual review of this policy. They receive termly updates and review the policy annually. They also review the Accessibility Plan and Policy annually, outlining how the school will increase access for pupils with disabilities.

Governor with Responsibility for SEND is Dr Andy Smith: a.smith@blundells.org

g. **All Staff**. All staff have a responsibility to promote inclusion, implement reasonable adjustments in their classrooms and activities, and raise concerns where they identify barriers to access. Teaching staff are responsible and accountable for the progress and development of pupils in their class, including those who access additional support. They must have high expectations for the progress of all pupils, provide inclusive teaching, adapt their approach to meet individual needs and communicate effectively with the SENDCo and parents.

h. **Parents & Pupils**. Parents are asked and expected to work in partnership with the school, providing relevant information about their child's needs and participating in review meetings. Pupils are encouraged to contribute to planning and evaluating their own support so that their views inform decisions about their learning.

Identifying SEND at Blundell's

6. We have a clear and consistent approach to the recognition and response to SEND which follows the guidance in the SEND Code of Practice: 0-25 years (2014).

7. The SEND Code of Practice states that:

"*A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*"

8. Underachievement is not a SEND and we have a clear process to address the needs of pupils whom we feel are or are at risk of underachievement in the form of our academic monitoring system.

9. The SEND Code of Practice states that:

"Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as SEND."

10. The SEND Code of Practice details four broad areas of SEND:

a. Communication and Interaction

b. Cognition and Learning

c. Social, Emotional and Mental Health Difficulties

d. Sensory and/or Physical Needs

11. These give an overview of the areas of need that should be met within the school setting, however pupils may well have needs in more than one area.

12. Assessment at the School takes into account the needs of the 'whole child' not just their presenting SEND.

13. The following, whilst not being SEND, may well impact on progress and attainment and will therefore be considered also:

    a. Attendance and punctuality

    b. Health and welfare

    c. English as a Second Language (EAL)

    d. Being a Looked After Child (LAC).

The Graduated Approach to SEND at Blundell's

Admissions

14. Blundell's welcomes pupils with disabilities and/or special educational needs, provided we can reasonably offer them any support that they require and that our site can accommodate them. We strive to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

15. Blundell's does not unlawfully discriminate in any way regarding entry and our policy is to apply our admission criteria to all potential pupils.

16. We require parents of children with special educational needs, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the School at the outset of the admissions process so that we can consider and make – to the extent reasonable – appropriate provision for them. This is so that the School can assess their child's needs and consult with parents about any adjustments which can reasonably be made and so that the School can ensure, for example, that their child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others.

17. Parents are required to provide with the Registration Form full details of all relevant information about their child, including any reports (including any dyslexia diagnostic assessment reports, educational psychologist reports, medical reports or assessments or other relevant expert third party reports), materials or information about their child's needs (educational, health or otherwise). This may include any final or draft EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan).

18. Where parents of a prospective pupil feel their child requires adjustments (in respect of the admissions process and/or with regards to education at School and participation in School life in the event they are offered and take up a place at the School), parents should raise these with the School at the outset and the School may – depending on the circumstances - require some further information from parents or request further assessments in respect of the needs identified and will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a pupil at the School.

19. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments (in the case of disability), we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required. This decision is made at the School's discretion.

20. Sometimes, the situation of pupils with disabilities and/or special educational needs changes between an offer of a place being made and the pupil starting at the School. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a pupil's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a pupil's circumstances change materially. It is in the pupil's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the School about any material change to their child's circumstances.

21. In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

Initial Response

22. Pupils enter the School at a variety of points: 11+, 13+ and Sixth Form are the largest entry points. At Year 7, a significant number of our pupils transfer from Blundell's Preparatory School and we have an established system of information transfer involving: Special Educational Needs Coordinator (SENDCo) visits in Year 6; regular Preparatory School Learning Support teacher liaison; and, a 'moving up' meeting between Senior staff.

23. For pupils joining us from outside the Blundell's Community, and at other points, we always seek to gain any previous reports or SEND information from parents prior to entry. In addition to this, all external potential pupils sit a series of 'entrance tests' which enable us to raise any areas of concern with parents or current schools. In some cases, where SEND has already been identified, the SENDCo will meet with the potential pupil as part of their school visit.

24. Pupil performance is constantly monitored by teaching staff, twice termly across the school. A 'Data point' results in staff feeding back to the tutor how a pupil is performing. MIDYIS, YELLIS and ALIS testing is undertaken at the start of each school year, as well as the STAR Reading Test (Accelerated Reader) with Years 7 and 8 being administered throughout the year.

25. Teaching staff are responsible and accountable for the progress and development of pupils in their class, even those who access additional support. High quality teaching, differentiated for individual pupils, is our first step in responding to pupils who have or may have SEND. If the concern remains the pupil will be referred to the SENDCo. On some occasions, a pupil will be brought to the attention of the SENDCo before the academic monitoring cycle has been undertaken. In this instance the SENDCo will liaise with the Subject Teachers and Tutor to establish the concerns that warrant immediate Learning Support involvement.

26. Pupils and parents are welcome to contact the Learning Support Department directly with concerns. These concerns will be discussed with the pupil's tutor.

When & How Do We Assess?

27. When a pupil is identified as requiring an initial assessment, the Learning Support Department will undertake a range of standardised tests to establish their strengths, difficulties and needs. This information will be used alongside background information (as detailed below) to establish if SEND is indicated or Underachievement (UA) is the likely cause of the concern, in conjunction with their Tutor.

28. As part of the SENDCo's assessment, parents will be contacted and asked to provide any previous reports or information alongside their view of their child's educational progress.

29. Background information held at school on the pupil will be gathered. This may include:

    a. Assessment test scores;

    b. Exam results/Data Points;

    c. Previous school reports;

    d. Anecdotal comment from all subject teachers via e-mail; and

    e. Observations.

30. An initial assessment session for a pupil may include:

a. standardised reading & spelling assessment;

b. reading aloud (fluency and accuracy);

c. writing assessment; and

d. underlying ability assessment.

31. It could also include:

a. reading comprehension assessment;

b. phonological processing assessment;

c. memory assessment;

d. receptive/expressive/listening assessment;

e. concentration profile; and

f. processing speed.

32. Throughout the process information is gathered from, and shared with, the pupil's tutor. A decision will be made whether to identify the pupil as being appropriate to place on the Learning Support list or whether underachievement should be identified.

33. Parents will be invited to a meeting, to plan the next steps in support.

34. If underachievement is identified, the Learning Support department will suggest classroom strategies.

35. If the outcome of the SENDCo assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with parents. This may involve:

a. Educational Psychologist

b. Speech and Language Therapist

c. Occupational Therapist

d. Child and Adolescent Mental Health Service professionals

36. The following criteria will need to be met in order for a Blundell's pupil to be identified as having SEND:

a. Pupil has a significantly greater difficulty in learning than the majority of children their age; or

b. Pupil has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age; or

c. Pupils require provision which is additional to, or otherwise different from educational provision made generally for children of their age.

37. A diagram summarising this identification process is at **Appendix One**.

Provision for Pupils with SEND

38. Once a pupil has been identified as having SEND and this has been discussed with the pupil and their parents, SEND Support will commence.

39. An outline of the 'Assess, Plan, Do, Review' process followed at the School is at **Appendix Two.**

40. This process is monitored by the SENDCo in conjunction with the pupil's tutor.

41. The initial plan to support a pupil identified with SEND, an Individual Education Plan (IEP) is drawn up after meeting with the parents, pupil and tutor following the initial assessment. The IEP will then be fully reviewed in February and sent to parents for comment, although amendments may be incorporated during the term as the pupil makes progress.

Monitoring and Evaluation of SEND

42. Pupils with SEND will be more closely monitored than other pupils due to the SEND cycle of 'Assess, Plan, Do, Review'. Information will be gathered in preparation for meeting with parents.

43. The SENDCo will collate this information and feedback to the Deputy Head (Academic) throughout the year.

44. Learning Support staff will maintain their own assessment records on the pupils they work with. These will feed into regular reviews.

45. The SENDCo will give parents, pupils and staff the opportunity to comment on their experience of Learning Support towards the end of the Summer term each year. This will be part of the SENDCo's annual communication with parents recommending a particular level of support for the following year.

Arrangements for Examinations

46. Pupils with SEND will automatically be considered and assessed, as appropriate, if any exam arrangements are indicated. External reports will be considered but the final decision rests with the school's SENCo, according to JCQ Regulations. It is the School's responsibility to 'paint a picture of need' for each pupil that is awarded exam arrangements. This evidence is inspected annually to ensure compliance.

47. Once exam arrangements are awarded, all teaching staff are informed and asked to make appropriate arrangements when timed tasks or tests take place in class.

48. Pupils in Years 9 to 13 who have the exam access arrangement of a reader are eligible to use an online reader to support them during tests and exams in school lessons. For pupils in Years 7 and 8 with the same arrangement, teachers may read the test aloud to them in class tests and exams if needed.

Supporting Pupils with Medical Conditions

49. The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

50. Blundell's Medical Centre is responsible for supporting pupils with medical conditions within our school community.

Accessibility

51. This SEND Policy should be read alongside our the 3 Year Accessibility Policy and Plan. In line with Schedule 10 of the Equality Act 2010, the plan sets out short, medium and longterm strategies to increase access for disabled pupils. The plan covers:

    a. Access to the curriculum: the SEND team provides individual support and IEPs; teachers use differentiated materials, assistive technology and inclusive teaching approaches.

    b. Improving the physical environment: we will maintain broad accessibility by ensuring accessible ingress to at least one entrance of each main teaching block and providing accessible toilets wherever feasible. We will improve way-finding with high contrast signage and adequate lighting, enhance safety through handrails, nonslip flooring and clear emergency routes, and respond to emerging needs through temporary solutions such as ramps or portable hearing loops.

    c. Improving the delivery of information: we ensure that information ordinarily provided in writing is accessible to disabled pupils and parents. Documents will be available in accessible digital formats compatible with text-to-speech software, large print or high contrast versions will be supplied on request, coloured paper or overlays will be used where appropriate and announcements will be available through multiple channels such as email, website, printed notices and assemblies.

52. An Access and Inclusion Working Party comprising the Bursar, Estates Manager, SENDCo, representatives from the boarding houses and a governor with SEND expertise meets each term to monitor implementation. Progress is communicated to parents through the school's website and the plan is available in accessible formats on request.

Exiting the SEND Cycle

53. A pupil will exit the SEND cycle as a result of a review meeting with parents and their tutor at the end of a term, which shows sustained progress in closing the gap with their peers. As a result of this, they may enter the school IEP cycle to ensure that their progress is sustained and monitored. It is the responsibility of the SENDCo to gather and collate the evidence to demonstrate sustained and accelerated progress at the review meeting.

Training and Resources

54. Quality first teaching and the Initial Response Cycle is provided as part of the day to day curriculum at the School.

55. The provision of small group and individual SEND support is usually paid for termly in arrears by parents. The cost is made clear to parents when a consent form is completed.

56. A budget is designated to the SENDCo at the start of each academic year to purchase resources. All staff are encouraged to attend external courses and undertake training that supports either the School Development Plan (SDP) or the Departmental Development Plan (DDP).

57. All staff receive an induction session on the SEND approach within the school. At least once a year part of a staff INSET session will be delivered by the SENDCo on an aspect of SEND within the school. The SENDCo and other members of the Learning Support Department are available each break time in the Common Room for staff to approach and seek advice or raise early concerns.

Storing and Managing Information

58. Information on SEND is handled in accordance with the School's Data Protection Policy which is available on the school website.

Complaints

59. Any complaint will be dealt with according to the school Complaints Policy that can be found on the School website.

Policy Review

60. This policy will be reviewed annually each year by the SENDCo. Changes will take account of any updated legislation as well as any change in the school's provision for pupils with SEND.

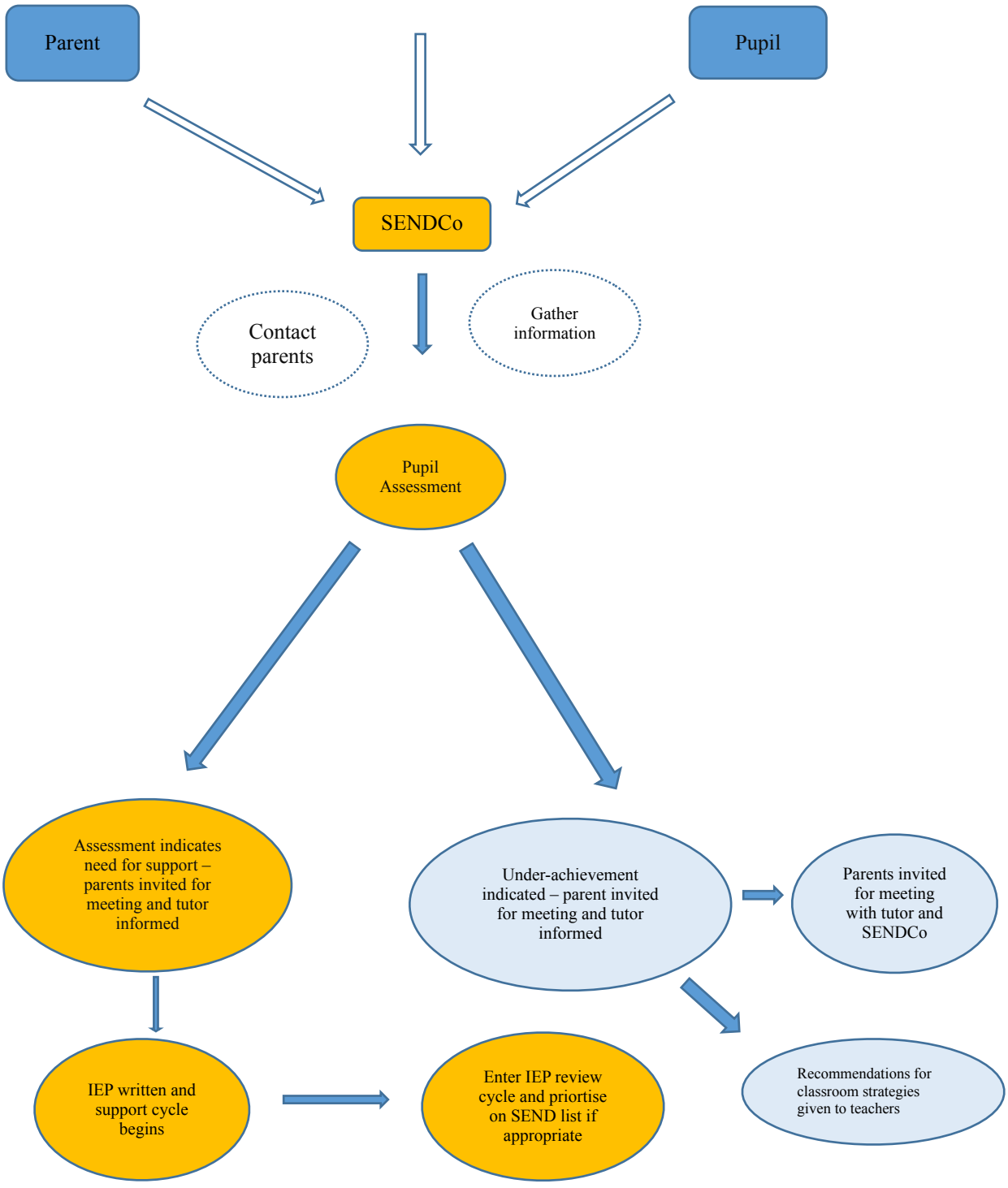
Bullying

61. We are alert to the fact that pupils with SEND can be at greater risk of being bullied than other pupils, on the basis of their educational needs or disabilities. Bullying and unkindness, whether physical or emotional, are both entirely unacceptable at Blundell's and are treated in accordance with the Anti-Bullying Policy.

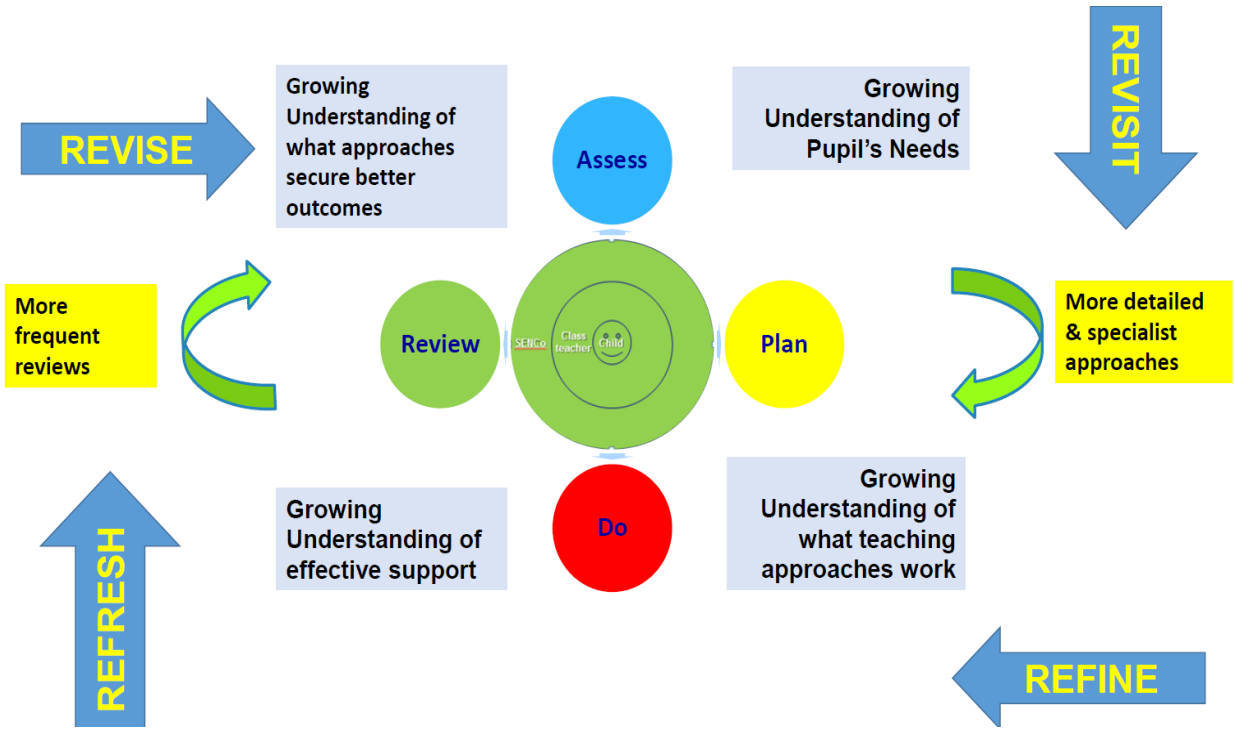
END

Appendix One: Identifying & Assessing SEND

Concern Raised/Underachievement Recognised via the Academic Monitoring System / teacher concern and LS involvement requested



Appendix Two: Assess, Plan, Do, Review


REVISE
Growing Understanding of what approaches secure better outcomes
Assess
Growing Understanding of Pupil's Needs
REVISIT
More frequent reviews
Review
SENCo
Class teacher
Child
Plan
More detailed & specialist approaches
REFRESH
Growing Understanding of effective support
Do
Growing Understanding of what teaching approaches work
REFINE