

# St Lawrence College Junior School SEND Policy



ST LAWRENCE  
COLLEGE

*This policy is applicable to all pupils, including those in EYFS.*

**We offer a secure, supportive, caring environment, based on traditional Christian values, in which children are given every opportunity to fulfil their potential. Academic expectations are high, but realistic and open-minded, and a dedicated team of teachers puts children first and seeks to find something special in everyone.**

## Introduction

We are committed to giving every child an opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

## Aims of the SEND policy

- Set out how our school will support and make provision for pupils with special educational needs & disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## Objectives

- To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour.
- To ensure that all children with Learning Support Needs have access to the school's broad and balanced curriculum
- To create an environment that meets the special educational needs and /or disabilities of each child.
- To ensure that SEND are identified, assessed and provision provided for.
- To work with any relevant external agency to support SEND as required.
- To enable children to participate in the process.
- To work in partnership with parents.

This policy has been formulated with regard to Keeping Children Safe in Education 2023, Special Educational Needs and Disability Regulations 2014, SEN Code of Practice: 0-25 Years 2015, Teacher Standards 2012, The Equality Act 2010, Children and Families Act 2014 and Supporting Pupils with Medical Conditions 2015.

This policy should be read in conjunction with the following school policies: Accessibility Plan, Behaviour Policy, Equalities Policy, Child Protection Policy, Assessment, Attendance, Marking & Feedback Policy, Complaints Policy, and Safeguarding policy.

This policy was developed with the SENDCo, Head Teacher, teaching staff and the governing body, and will be part of the Governor Review Cycle.

## Definition of Special Educational Needs and Disabilities:

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

Page 1 of 13

Pupils have special educational needs if they have a learning need or disability that calls for special education provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definition above or would do so if additional educational provision was not made for them. SEND COP (2015, p16).

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16).

### **Primary Areas of Need**

- Communication and interaction - children with Speech, Language and Communication needs (SLCN), Developmental Learning Disorder (DLD) and Autism.
- Cognition and learning - children who learn at a slower pace than their peers, moderate learning difficulties (MLD) and specific learning difficulties (SLD) such as dyslexia, dyspraxia and dyscalculia.
- Social, emotional, and mental health difficulties - anxiety, depression, self-harming, eating disorders, attention deficit disorder (ADD), and attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Sensory and/or physical needs, for example, visual impairments (VI), hearing impairments (HI), processing difficulties, epilepsy, and physical disability.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and punctuality
- Health and welfare
- Being a looked after child
- EAL

These issues are monitored by the school for every child where this is relevant.

We recognise that many pupils will have additional needs at some time during their education, which may not be deemed to be ongoing and may only be short term. It is also recognised some children will have long term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

### **Equal Opportunities**

We respect the protected characteristics. We do not discriminate against any child on grounds of age, gender, pregnancy or maternity, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, special education needs or disability.

### **Supporting Pupils at School with Medical Conditions**

Reference:	
Owner:	DHJS / SENDCO
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

Pupils at our school with medical condition are supported so that they can have a full access to education, including school trips and physical education. Our Governing Body oversees the arrangements are in place to support pupils with medical conditions.

Necessary adjustments are made, for example with regards to examinations whereby pupils may need separate invigilation, rest breaks and extended time.

Our SENDCo and Mental Centre nurses will work closely with parents, so that decisions are made together, to support the child alongside the support of the relevant local health service. Healthcare professionals, parents and pupil's views will all be considered when making decisions regarding the child's safe education.

The emotional wellbeing and emotional health of pupils with Medical Conditions will be considered, monitored and supported as necessary by the pastoral team including the Nursing Mental Health First Aiders and the School Independent Counsellor.

Individual healthcare plans (and their review) may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g. school nurse, specialist or children's community nurse or paediatrician, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education and how they might work with other statutory services. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school. The roles of the school, pupil, parent and Governing Body will follow the 2015 Guidance.

### **English as an Additional Language (EAL)**

All pupils need to feel safe, accepted and valued in order to learn. For people who are learning English as an additional language this includes recognising and valuing their home language and background. As a school we are aware that bilingualism is a strength, and that EAL pupils have a valuable contribution to make. We take a whole school approach including ethos, curriculum, education against racism and promoting language awareness (refer to school equality policy). Welcoming of different language and culture is enhanced by our boarding community, many of whom are EAL.

Children are not regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. Due care will be taken to ascertain whether any learning delay is caused by English being an additional language or SEN.

Our school aims to address the needs of EAL pupils within a QFT (Quality First Teaching) inclusive classroom. We find that simply immersing them in English, in the classroom can make a significant and rapid difference to most of our EAL pupils. They work alongside English-speaking children who can provide good models of language and therefore aid language acquisition for our EAL learners. There may be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

## Current Provision for EAL:

- Registrar / Form teachers are requested to identify any EAL pupils and pass this information to the SENDCo. This is added to the register and EAL section of the SEN register which is kept updated and available to all staff.
- Pupils with EAL are made to feel welcome and valued.
- Pupils with EAL have access to all lessons, activities, and opportunities.
- Buddies and mentors are used to provide peer support.
- Books and resources from the home language are available where possible.
- Routines are established, with visual timetables used for guidance.
- Visual aids, vocabulary mats, bilingual dictionaries, online support and translation apps are used to support understanding of key subject vocabulary.
- Growing use of AI to adapt resources to support EAL pupils e.g. simplify a text, topic glossary, writing guide with a word bank.
- Teachers provide a variety of speaking and listening opportunities with clear adult and peer models to ensure students develop their vocabulary and sentence structure.
- Opportunities for writing and speaking are given for a variety of purposes providing appropriate scaffolding and identifying genre features.
- Pupil progress is assessed routinely to inform planning.
- Infant and Junior Language Link will assess how our EAL learners are understanding English in comparison to English speaking children of the same age. From this assessment we can identify any areas for development and provide language group interventions to best meet their needs.
- In the Pre-Prep and Prep School, EAL pupils benefit from TA support in the classroom. If their needs are identified as significant, teachers discuss strategies with the SENDCo.
- Where appropriate we will ask for an assessment in the home language in order to inform an assessment judgment in the early stages of English language learning.
- EAL pupils' culture and religion are recognised and regularly updated in our literature.
- EAL pupils' culture and religions are regularly shared and celebrated in lessons, assemblies and form times. This is often with children and parents of our EAL community actively participating.
- We encourage parental and community involvement to establish positive relationships.
- As appropriate and when possible, children from the Prep School make visits to children in the Pre-Prep School who have the same home language.
- Many of our boarders are EAL, therefore teachers work closely with the Boarding Mother regarding support, including visiting the boarding house and training new gap students how to work with the boarders.
- We use the EAL Bell Foundation assessment framework to assess and monitor our pupils using the five-level scale from Band A (New to English) through to Band E (Fluent). This covers the four skills of listening, speaking, reading and writing.
- Assessment of English language proficiency helps inform planning and enables teachers to set targets so that their EAL learners can access the curriculum and acquire the language necessary to progress.
- EAL provision is continually under review in order to respond to the individual pupils on roll.

## Dual and Multiple Exceptionality

DME (Dual and Multiple Exceptionality) is when a child experiences high learning potential alongside a special educational need because of a learning difficulty or disability. There are several learning differences and disabilities that commonly exist alongside high learning potential. When a child has both a learning difficulty or disability and high learning potential, they can experience considerable frustration and challenge in their daily lives, which can sometimes result in emotional and behavioural problems. Our small class sizes enable all children with high potential to be carefully nurtured. Children with DME will benefit from a Pupil Profile that addresses both their

Reference:	
Owner:	DHJS / SENDCO
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

Special Educational Needs and their advanced abilities so that all our staff are aware of the best support and special arrangements for a personalised approach.

### **Educational Inclusion**

We are an inclusive school where we believe all children are entitled to a broad and balanced curriculum. We have high expectations for all our children whatever their ability or needs and aim to fulfil these through the removal of barriers to learning and participation.

We respect the fact that some children need increased support to access learning because they:

- have differing educational, emotional and behavioural needs and aspirations;
- require different strategies, resources and aids to promote learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We want all our children to feel that they are members of the community and everybody's voice is heard, encouraged and valued. We adapt the curriculum and the learning environment in order to remove barriers so that every child experience quality teaching in an inclusive environment by:

- providing for pupils who need help with communication, language and literacy;
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- planning for pupils' full participation in learning and in physical and practical activities;
- helping pupils to manage their behaviour, to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Roles and Responsibilities**

#### **The Head of College / Deputy Head of the Junior School:**

- Works with the SENDCo and teaching team to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Report SEND issues to the Governing Body
- Head is a representative of Junior School SEND at the Accessibility Working Group meetings.

#### **The SENDCo:**

Mrs Kirsty Danes is the SENDCo for the Junior School.

- Oversee the day-to-day operation of the SEN policy
- Coordinate provision for pupils with SEN including those with an EHC plans
- Liaise with, advise and support colleagues
- Monitor human resources to enable appropriate provision
- Oversee the records on pupils with special educational needs
- Organising and attending Review Meetings where appropriate
- Liaising with parents of pupils with SEND and establish positive relationships
- Report SEND matters to the Accessibility Working Group and contribute to the accessibility plans in the school
- Monitor and update resources and training

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

## Teachers: All teachers are teachers of special educational needs

- Meet the needs of all children in their class through Quality First Teaching and the removal of barriers to learning and assessment
- Plan, monitor and teach an accessible curriculum with suitable learning challenges for all
- Work closely with TAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Identify children's needs and raise concerns with the SENDCo
- Respond to pupil's diverse learning needs and enforce an atmosphere of understanding and empathy for others with no stigma attached.

## Teaching Assistants:

- Provide support in class as necessary according to needs and as designated by the SENDCo and/ or class teacher
- Identify children's needs or raise concerns with the class teacher and SENDCo
- To implement individual intervention programmes or recommendations tailored to meet the needs of a child and regularly discuss progress with the class teacher and SENDCo
- To boost confidence, self-esteem, and a growth mindset in pupils.

## A Graduated Approach to SEN Support

We follow the Graduated Approach (SEND Code of Practice, 2014). SEN support takes the form of a four-part cycle: assess, plan, do and review. Earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

The school follow the '**Waves of Intervention**' model, with a focus on the initial stage of 'Quality First Teaching' (QFT) which supports the graduated approach.

- Wave 1 - The first step is Universal, Quality First Teaching with good differentiation and in class support strategies to ensure the effective inclusion of all children. General TA support is available to all pupils.
- Wave 2 – Small group targeted intervention support delivered by TA, teacher or SENDCo as appropriate. Usually in the form of 'catch up' programmes, this intervention is used to help those with a specific area of concern that cannot be met through QFT. The object is to get the pupil back into class, able to then access the curriculum through QFT. Alternatively, some interventions include boost and pre-teach to raise confidence and achievement SENDCo small groups include STAR club, which is Spelling Tips and Reading.
- Wave 3 – specific targeted intervention for children identified as requiring SEN support. One to one or small group of up to 3 pupils, support provided by TA, or SENDCo for those for whom waves 1 & 2 are insufficient. Again, the aim is to get pupils back to Wave 2 and then 1 if possible.

The **Whole School Provision Plan** outlines our waved approach and the range of support and interventions offered across the four areas of need. This model ensures that pupils are in class for the maximum amount of time, while still having their individual needs met promoting our inclusive approach.

We follow the Mainstream Core Standards advice developed by Kent County Council where applicable and use the EYFS Statutory Framework. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education Health Care Plans.

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

When necessary and appropriate, pupils may either be placed in a year group different from that of their chronological age or may work for a particular subject with a different chronological group, for example, Pre-Prep phonics sessions. This is decided on an individual basis, taking into account the emotional as well as educational needs of the child. Parents have discretion with regards to the year group for summer born babies in discussion with the school.

SLT monitor for inclusive teaching and learning through appraisals and learning walks allow for discussion of good practice. Regular INSET and training are offered relating to high quality first teaching and specific aspects of SEND, with SEND being a weekly staff meeting agenda point.

### **Identification, Assessment and Review of pupils with SEND**

Pupils' needs should be identified at the earliest possible stage by a range of means to include:

- Taking account of any reports or assessments including prior to the child starting school
- The teacher's observation, assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Standard and ongoing assessments
- The individual's development in comparison to their peers and national data
- Specific assessments as required
- Discussions in staff meetings and Pupil Progress Meetings
- Listening and responding to parental concerns
- Pupil's own voice
- Advice from external support services, if relevant.

We monitor the progress of all pupils throughout the year using standardised tests to review and measure academic progress, including PiRA, PUMA, SWST, NFER verbal and non-verbal testing. We also use a range of assessments with all pupils at various points including Language Link screening, Year 1 phonics screening, Salford Reading and in Y4, Y5 & Y6 STEER Tracking to access pupil mental health and well-being.

Pupil tracking and Pupil Progress Meetings seek to identify pupils making less than expected progress. The *SEN Code of Practice (2014, 6.17)* describes inadequate progress in the following ways:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Our Provision Maps for year groups are working documents which outline provision across the three waves. Children are discussed in Pupil Progress meetings with SLT, SENDCo and class teachers present, to ensure interventions in place through Provision Mapping are effective. If assessments do not show adequate progress a review of the strategies and support used and the way in which they could be developed are discussed and amended on the Provision Map. A one-page pupil profile, strategy card and interventions could be implemented, reviewed and adjusted to aim for adequate progress. Children may be added, revised or removed from the Provision Map according to adequate progress being made or failing to be made.

All teachers have access to the Provision Map for each year group and are involved in supplying evidence for Pupil Progress Meetings and the review process. All teachers and support staff who work with the pupil will be made aware of their needs, the support to be provided, and any teaching strategies or approaches that are required.

Some pupils may continue to make less than expected progress from their starting points, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

We are experienced in using the following assessment tools: Lucid and LASS Screening, Visual Stress, Salford Reading/Comprehension Tests and the Boxall Profile.

We may suggest a referral to an external advisor such as a Speech and Language Therapist or an Educational Psychologist who are able to complete more detailed assessments. We also have access to external advisors through the Professional Resource Group / Early years Quality Advisors, Dyslexic specialist and the Qualified teacher for Vision impairment /Awareness (Specialist teachers & Learning KCC).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress by overcoming the barriers to learning. These will be shared with parents, updated on the SEN register, adjusted on the Year Group Provision Map/Pupil Profile, reviewed regularly, refined and revised if and when necessary.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with Special Educational Needs. When any change in identification of SEN is changed parents will be notified.

All children with Learning Support needs are entered on the Learning Support Register, with the area/s of need clearly identified. The level of need is identified as 'monitor', 'support' or 'SEND'. This reflects our staged approach and helps to ensure all needs are met. A child is described as SEND if s/he has a diagnosed SEND or has been referred on for diagnosis. The register is available to all staff through the intranet and regular updates.

We endeavour to identify needs early, however some needs may not become apparent until later in the child's schooling as the child develops. Assessments and screenings can be requested by teachers or parents. As pupils get older, they may raise a concern directly with a teacher. This will then be communicated to the parents and acted upon accordingly.

We do not generally use IEPs, we would do so if needed for children with an EHC plan. There are pupils who will have these issued through another service, accessed either by the school or by parents, and the targets set are worked towards accordingly. The main service used is SaLT (Speech and Language Therapy) who visit us to assess, set targets and advise.

## **External Agencies**

The school maintains firm links with support services:

- Educational Psychology Services (East Court Assessment Centre)
- Child and Adolescent Therapy/Mental Health (CAMHS, Orchard House)
- Speech and Language Therapy Service (Eastern and Coastal Kent NHS) / The Balanced System
- Early Years Development Team
- Professional Resource Group / Early years Quality Advisor
- Membership of professional networks including NASEN and Forums for SENDCo (Local & Independent)
- Qualified teacher for Vision impairment /Awareness (Specialist teacher & Learning KCC)
- School Nurse
- Play Therapy
- Private Speech and language / dyslexic tutors
- Single Point of Access referral for children with SEND, MH and WB concerns
- Kent Educational Psychology Service – Free 30 min consultation for families  
[kepscommunitysupport@kent.gov.uk](mailto:kepscommunitysupport@kent.gov.uk)

Reference:	
Owner:	DHJS / SENDCO
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

## **Further internal support**

- School Counselling - The Independent Counsellor
- Mental Health First Aiders

## **How the School Adapts the Curriculum and Learning Environment for pupils with SEND**

We use the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements within Education, Health and Care Plans. Adaptations for educational inclusion may include:

- Differentiating our curriculum and teaching styles to ensure all pupils can access it
- Adapting resources, staffing and exam access arrangements
- Using recommended aids such as laptops, coloured overlays and visual timetables
- Differentiating our teaching, for example longer processing time given, read instructions out loud and visual clues.

## **Accessibility Working Group (AWG)**

AWG keep the appropriateness of our curriculum and learning environment under review. Recent improvements include: Visual awareness training, Refresher Epi Pen training Diabetes Type 1 online course and training with the diabetic team and defibrillator training in our regular first aid course. During our redevelopment of the Junior school, we have installed 2 new lifts, a disabled toilet and installed a new EYFS changing area and toilets. We take on advise from specialists and new stair rails and yellow lines have been added around the school as advised by the visual specialist teacher from KCC. We have a fully accessible Cannon Perfect Centre. We have identified and created a few different calm / sensory zones as a place of nurture and support for vulnerable pupils.

## **Emotional and Social Development of pupils with SEND**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for example PSHE, tutor time, school values, assemblies, social skills group, and indirectly with every conversation adults have with pupils throughout the day.

Our Y4, Y5 and Y6 children take part in STEER tracking that enables us to identify pupils' mental health and well-being. This equips teachers to support each student in low-level targeted ways within the school environment, to reduce mental health and well-being risks. We follow the Kapow PSHE scheme which supports the emotional and social development of all pupils including SEND by providing structured and inclusive lessons that promote self awareness, emotional literacy and positive relationships.

For some pupils with the most need for help with Social, Emotional and Mental Health we also can provide the following: access to Mental Health First Aid (School Nurses), The school counsellors, mentor time with a member of Senior Leadership Team, time-out space for pupil to use when upset, or unregulated, social skills groups, accessing support from external agencies such as Early Help, Education Welfare services, Single Point of Access and referral to Children and Young Peoples Service (CYPYS) formally CAMHs.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Reference:	
Owner:	DHJS / SENDCO
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

## **Inclusion during Clubs, Activities and Trips**

All clubs, trips and activities offered to pupils at St Lawrence College are available to pupils with SEND either with or without an Education, Health and Care Plan. Risk assessments and where necessary welfare plans are conducted to ensure that pupils with SEND can have their needs met e.g. impact on mobility, behaviour, or the way they handle change. If possible, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. On occasions parents/ careers/ specialists will be invited to discuss needs or provide support on trips and activities where a need arises.

## **Parent Partnership**

Parents are invited to discuss the progress of their children on three formal occasions with the form teacher / tutor (and, once a year in the Prep School, with every subject teacher). They will also receive a written report twice a year. The SENDCo will strive to build positive relationships with pupils and families through informal communications, updates and availability at parent meetings throughout the year.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. Parents are involved with all stages of identification, assessment, provision and review. Parents are encouraged to make additional appointments to meet teachers and the SENDCo as required.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and shared with parents. If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

In addition to this, parents/ carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend 2 review meetings and an annual review, which, wherever possible will also include other agencies or support networks involved with the pupil. Information will be made accessible for parents.

## **Pupil Voice**

Where appropriate, pupils are consulted and encouraged to participate in the decision-making processes regarding their support and take an active part in reviewing their progress. They will be asked for their opinions and share responsibility for their own learning, such as discussing approaches for their personal strategy card 'To support my learning I need ...' or choosing which fidget may be most appropriate. The SENDCo has an 'open door' policy with all children in the school. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. More generally all pupils take part in an annual questionnaire to represent their voice, and they may join the T-EDI, School Council or RRSA forums for pupils.

## **Admission Arrangements**

During the admissions process parents and carers are asked to provide details of their child's SEND needs, including relevant psychological, past school reports and medical reports.

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

Children with special educational needs will be welcomed to the school if it is considered that the school is able to provide adequate support, to allow them to access the school curriculum and fulfil their potential through reasonable adjustments.

### **Children with EHC plans**

We admit a pupil with an EHCP that names the school in the Plan, providing that the school feels all their needs of the child can be genuinely and comprehensively met. If a child receives an EHCP plan during their time at the school, every endeavour is made to fulfil its requirements. Should it be impossible to meet these needs, parents will be advised and helped to find a more suitable school.

### **When the support necessary exceeds the resources available**

The safety of all children and staff at school is paramount – including the safety of the SEND child. Issues will be discussed with parents, who will be informed about the changing needs of the child.

Outside agencies will be consulted and advice sought. Where possible, parents will be involved in meetings with outside agencies. All reasonable adjustments will be put in place.

Parents will be consulted/advised about the appropriateness of SLCJS for their child's needs. If at any stage it is considered that the school does not provide the ideal environment for a child with extreme educational or extreme behavioural needs, we aim to work with parents to seek suitable alternative schooling appropriate to the specific needs of the child.

### **Transition**

We support all pupils moving between phases and preparing for the next stage of their learning. We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also hold transition meetings involving parents / carers, for children with SEND to ensure as smooth a transition as possible where necessary. Taster days are also an opportunity for new pupils to experience a school day.

'Moving on Morning' is whereby all existing children visit their new class and form teacher towards the end of the summer term. This allows pupils to experience their new classroom setting and teacher. Special arrangements including social stories, pre-visits and TA assistance would prepare a child for this day where necessary. Any new pupils to the school will be invited to join the day.

All Year 6 pupils moving up to our Senior School attend Kirby 'Moving on Morning'. Intensive liaison with the Head of AEN in the Senior School allows information to be discussed about pupils and their learning profiles. We also hold transition meetings for children with SEND involving parents / carers and the pupils themselves to meet the Head of AEN in the Senior School and this is an opportunity to ask any questions.

We encourage all feeder Secondary Schools to visit our children here at St Lawrence College and to speak with a staff member to gain a full picture of the child. We contribute information to a pupils' onward destination and encourage children and parents to attend the common induction day in July. Individual arrangements are made for pupils with SEND, which may include personalised visits to their receiving school and a meeting with parents / carers and other involved professionals. Some secondary schools have taster days or run catch up or familiarisation workshops and we actively encourage pupils who would benefit, to take these offers up. If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

### **Access Arrangements**

The SENDCo is responsible for exam access arrangements. During internal examinations, special access arrangements are made if they have been recommended by an outside agency such as an Educational Psychologist or are existing special access arrangements deemed to be the child's

Reference:	
Owner:	DHJS / SENDCo
Version:	1.4
Reviewed:	Jan 2026
Next review:	Sep 2026

'usual way of working'. Access arrangements could include use of a laptop, a coloured overlay, a scribe, rest breaks or extra time. The SENDCo can request reasonable arrangements for external tests for any child who qualifies. For the Kent Test this involves completing an application form and submitting a range of evidence to KCC.

### **Storing and Managing Information**

All records containing sensitive information relating to the Special additional needs or disabilities of pupils in the school will be treated as highly confidential and are securely placed in a locked cabinet or in a secure place on the school Intranet. All emails with confidential material will have a non-print caveat.

### **SEND Pupils and Safeguarding against Abuse**

Children with Special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges the school ensures that teachers and designated safeguarding leads receive on-going training and provide extra pastoral support to children with SEN and disabilities.

### **Educational Psychologists**

If a child is struggling at school or has been identified as having any additional educational needs, then parents may wish to have them independently assessed by an educational psychologist to gain a further understanding of their needs. Whilst this can be a valuable undertaking and can sometimes offer both parents and staff insights into the child, we believe it is worth adding the caveat that this is often a test-based assessment in a short window of time by a professional who is not familiar with your child. Children, and indeed adults, will achieve differently on different days completing different tests (even if those tests purport to measure the same abilities), and so it is necessary to remember that this is a snapshot of your child. A good Educational Psychologist's report will add to our understanding and provide useful insights.

### **Staff Training and Continuing Professional development (CPD)**

All staff (including teaching and support staff) will have the statutory awareness training where necessary which includes: Prevent Extremism and Radicalisation, FGM, E-Safety, Safeguarding, and First Aid courses.

In addition, staff members have enhanced skills and experience in the following areas: Dyslexia, Dyscalculia, Autism Awareness, ADHD awareness, Attachment difficulties, EAL, Language for Learning, Sounds~Write, Colourful Semantics, Communication in Print, Clever Hands, Sensory Circuits, Cued Articulation, Social Stories, Language Link, Play Therapy, Selective Mutism, Visual stress and Irlen syndrome, Visual Impairment and awareness training. Mr M Brown, Mr C Brown and Mrs Peskett (Head Of College & Designated Safeguarding Leads) have completed the enhanced and specialist training in Safeguarding and Online Safety.

Training is triggered by pupils' needs, CPD, appraisal and SEND annual conferences. Where a new training need is identified we will find out information and a provider who is able to deliver it.

Reference:	
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Training providers we approach include Specialist Teachers, Green Banks, Speech and language therapists, occupational therapists, dyslexia specialists, Tourettes Action, Virtual School and Online National College.

The SENDCo attends weekly staff meetings where Quality First Teaching strategies and SEND updates are given which affect the school, area or current national issues. In Prep and Pre-Prep meetings information will be shared and discussed by SLT or the SENDCo on specific pupils when new developments arise or new pupils with different needs arrive.

### **Publishing Information**

The school will publish this policy on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### **REVISION HISTORY**

<b>Version No.</b>	<b>Revision Date</b>	<b>Summary of change</b>	<b>Approved by</b>	<b>Updated by</b>
1.0	Mar 2021	Revision and updating	Spring Council (Mar 2021)	KAD
1.1	Mar 2022	Removal of Gifted & Talented to separate policy	PWG	KAD
1.2	Aug 2024	Addition of Pupil voice regarding T-EDI and RRSA	PWG	ER
1.3	Sep 2025	Updates roles & changes to KENT SEND support		KAD
1.4	Jan 2026	Updates- Independent Listener to Counsellor / AS Tracking to STEER/ Publishing info		KAD