



SHERBORNE BOYS

Special Educational Needs and Disability (SEND) Policy

Approving body: SLT
Owner: Academic
Author: Deputy Head Academic

Executive Summary

Sherborne Boys' Special Educational Needs and Disability (SEND) policy outlines the school's commitment to supporting pupils with SEND, ensuring they receive an inclusive education that enables them to achieve their best outcomes and prepare for adulthood. The policy details identification, provision, monitoring, and responsibilities related to SEND support.

Date of Review: Michaelmas 2025
Date of Approval: 3 November 2025



Issue Number: 7.1
Review Due: Michaelmas 2026

Document Number: SB_DHA_010

Contents

Pupils with SEND	2
Definitions	3
Admissions.....	3
Identifying SEN at Sherborne Boys	4
SEN Provision	4
Tracking and monitoring pupils with SEN.....	5
Within the Learning Support department:	5
At pupil level:	6
At whole-school level:	6
Specific Responsibilities	6
Pupils with statements / EHC plans	6
Appendix 1: Summary of Changes	7

Pupils with SEND

In line with guidance set out in the 2010 *Equalities Act* and the updated 2015 *SEND Code of Practice*, at Sherborne Boys we believe that all pupils should expect to receive an education that enables them to achieve the best possible educational outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether they are pursuing further education, university, training or employment. This means that we:

- Recognise that we have a duty to use our best endeavours to provide support to pupils with SEND, whether or not they have a statement/EHC plan.
- Make reasonable and anticipatory adjustments, including provision of auxiliary aids and services, to prevent pupils with SEND being put at a disadvantage.
- Take appropriate steps to prevent discrimination, promote quality of opportunity and to foster good relations between all adults and pupils.
- By providing appropriate support, ensure that pupils with SEND can take part in activities alongside those who do not have SEND.
- Make reasonable adjustments to support pupils who have medical conditions so that, as far as is possible, they can take part in these activities.
- Ensure that all pupils, including those with SEND, have access to a broad and balanced curriculum.
- Identify and assess pupils with potential SEND as early as possible.
- Monitor and regularly evaluate the provision and support for pupils with SEND.
- Train teachers to plan lessons carefully so as to identify and address potential areas of difficulty and thereby remove barriers to pupil achievement such that, in most cases, pupils with SEND are able to access the full curriculum.

The School recognises that it has a duty of care, as far as is practically possible, in providing reasonable adjustments for pupils with SEND in an anticipatory fashion and within a reasonable timescale. 'Reasonable adjustments' are determined with regard to:

- The financial resources available to the School.
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required.
- The practicality of making reasonable adjustments.
- Health and Safety requirements.
- Maintaining academic, musical, sporting, and other standards.
- The interests of other pupils.
- In line with guidance in the Equalities Act (2010), the requirement for the provision of auxiliary aids to pupils with SEND is defined in terms of the pupil being placed at 'substantial disadvantage' were the provision unavailable.

Definitions

A pupil might have Special Educational Needs if:

- They have a learning difficulty which calls for special educational provision to be made which is additional to, and different from mainstream provision.
- They have significantly greater difficulty coping in one or more ways in class than the majority of pupils of the same age.
- He experiences significantly greater difficulty learning than the majority of pupils of the same age.
- They have specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia.
- He experiences social and communication difficulties.
- They have a physical or sensory disability.
- They have emotional and/or behavioural needs.

A pupil has a disability if:

- They have a physical or mental impairment that has a substantial and long-term negative effect on the individual's ability to do normal day-to-day activities. The Equalities Act (2010) defines substantial as 'more than minor or trivial' and long term as '12 months or more, although there are special exceptions for recurring conditions'.

Admissions

In accordance with the Equalities Act, pupils with EHC plans or specific learning needs have equal opportunities to join the School if they satisfy the School's normal selection procedures. Pupils with previously identified learning needs are requested to share details of reports and other relevant assessments during the admissions process. Pupils may be referred for further assessment before a place is offered.

Identifying SEN at Sherborne Boys

At Sherborne Boys we strive to identify the needs of pupils as early as possible. We do this by:

- Liaising with Prep Schools before admission.
- Requesting information from parents and Prep Schools in the form of Educational Psychologists reports and further information through the Previous School Admissions Form.
- Assessing pupils before entry.
- Screening all Third Form pupils for specific learning difficulties using the Lucid Test framework of assessment.
- Making referrals for pupils without a prior record of SEN, but for whom concerns exist. Concerns arise from regular assessments that monitor the progress of all pupils. Concerns arise if a pupil is significantly slower than his peers (starting from the same baseline); fails to match or better his previous rate of progress; fails to close an attainment gap between him and his peers; or where an attainment gap widens.
- With permission from parents, the Head of Learning Support may conduct ad hoc diagnostic assessments to explore specific SEN needs.

All pupils with SEND are actively monitored through regular assessment, tracking and liaison with teachers, tutors, and Heads of Department. Programs of support are implemented for a specific period of time and then reviewed to assess on-going requirement. Reviews are conducted by the individual learning Support teacher, with the support and guidance of the Head of Learning Support.

SEN Provision

The academic nature of the School means that GCSE and A-level examinations are the main focus of the teaching. Pupils with SEND have access to the full curriculum at GCSE and A-level. However, in consultation with teachers and parents, pupils may be guided towards a specific academic program that incorporates a reduced number of GCSEs or A-levels.

All pupils with SEND have access to the full range of extra-curricular activities, including trips, visits, the CCF and the Duke of Edinburgh Award Scheme.

The Learning Support Department supports the individual needs of pupils with specific learning difficulties by:

- Producing individualised Individual Learning Programs (ILPs) for pupils that outline long- and short-term learning goals, set appropriate targets and establish a timescale and framework for reviewing support. ILPs address the four broad areas of need and support – communication and interaction; cognition and learning; social, emotion and mental health difficulties and sensory and/or physical needs.
- Providing 1:1 lessons with a Learning Support teacher, who has a specialist knowledge and training to support pupils with specific learning difficulties.
- Providing tutorials and group support sessions.

- Maintaining and updating a register of pupils with SEND on iSAMS. The register contains a copy of each pupil's ILP and a summary of each pupil's individual needs, including advice for teachers on strategies for differentiating for the pupil's specific needs in class.
- Regularly assessing each pupil's specific needs.
- Collating supporting evidence for the submission to JCQ of Form 8 applications for access arrangements (including the use of word processors in examinations - see the Examination Policy).
- In conjunction with the Examinations Officer, ensuring access arrangements are in place for internal and public examinations.
- Regular liaison and training for departments via a departmental Learning Support representative, who attends training with the Head of Learning support and disseminates this in the department.
- Regular liaison with teaching staff, Housemasters, and tutors, including the regular use of case reviews to discuss concerns, progress, and the individual needs of pupils.
- Keeping the SEN register up to date using the informative star system:
 - **Red:** receiving 1:1 LS support & in-class support. On the SEN register.
 - **Yellow:** receiving 1:1 LS support. On the SEN register.
 - **Grey:** monitoring for known needs; not currently receiving LS support. Pupils with grey stars appear on the SEN register.
 - **Blue:** Monitoring for possible needs. Not on the SEN register.
- Informing all staff of the level of needs of individual pupils through iSAMS.
- Producing pen portraits for teachers which summarise the strengths and needs of pupils in just a few bullet points.
- Summarising all Educational Psychologist reports and having the summary available to teachers, Housemasters, and tutors via iSAMS.
- Providing regular INSET and training to staff.

Tracking and monitoring pupils with SEN

Within the Learning Support department:

- Learning objectives and short-term learning goals are set by SEN teachers.
- When setting goals, SEN teachers should consider areas the pupil has identified as those he wishes to develop as well as feedback from subject teachers and other assessment data.
- Goals should be clearly identified in OneNote following consistent departmental format.
- Progress towards objectives and evidence of learning in LS lessons should be recorded in OneNote.
- Goals should be reviewed periodically and either amended or, when achieved, replaced with new goals.
- ILPs should be also be updated to reflect pupil success.
- Monitoring progress towards goals is the responsibility of SEN teachers. The Head of Learning Support oversees this process and regularly monitors OneNote records.

At pupil level:

- Pupils with SEN are tracked and monitored in the same way as other pupils using data from exams, reports, grades, Trials and block tests and other performance indicators.
- Support and intervention, where necessary, is applied following the steps identified in the pupil intervention ladder.

At whole-school level:

- Value added data is monitored by the Deputy Head (Academic). The performance of pupils with SEN is analysed annually against whole-school VA data.

Specific Responsibilities

A member of the governing body has specific oversight of the School's arrangements for SEN and disability. This year the governor with this responsibility is George Marsh.

The Head of Learning Support is responsible for co-ordinating SEND Provision at Sherborne. She keeps parents informed of the SEN support arrangements provided by the School, usually by providing regular reports to parents on how their son is progressing. The Head of Learning Support is also available at Parent-Teacher presentations and other points of parent contact to explain progress towards outcomes and to review targets. The Head of Learning Support is also responsible for the maintenance of record of SEN provision, including evidence of pupil progress, of outcomes to provision and of regular and rigorous monitoring and evaluation on SEN support provided.

The Head of Learning Support is line-managed by the Deputy Head (Academic) who, in consultation with the head of Learning Support and the governor with responsibility for SEN, regularly review how expertise and resources used to address SEN and disability can be used to build the quality of whole-school provision as part of the approach to school improvement. The Deputy Head (Academic) is also responsible for communicating the School's SEN policy with governors, pupils, and parents.

In line with the Equalities Act (2010) and the updated 2015 SEND Code of Practice individual teachers are primarily responsible and accountable for the progress and development of pupils in their classes. High quality teaching, differentiated to meet the needs of individual pupils is the first step in responding to pupils who have, or may have, SEND. This responsibility includes making reasonable, anticipatory adjustments when planning lessons and extra-curricular activities; making available appropriate auxiliary aids and services; taking appropriate steps to prevent discrimination; maintaining up-to-date knowledge and understanding of individual pupil needs (via information available in the SEN register in iSAMS) and attending training and INSET as advised.

Pupils with statements / EHC plans

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, with the permission of the parents, the School may consider approaching outside specialists. This could include, for

example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. When an outside specialist is approached, their involvement and any resulting discussions or agreements reached are recorded and shared with parents. The SEN register is updated, and teaching staff are informed of key outcomes via iSAMS, or through a case conference.

If progress continues not to meet expectations, with the permission of the parents, the Head of Learning Support may request an Education, Health, and Care (EHC) needs assessment. If an EHC needs assessment is requested, the School will co-operate fully with the Local Authority in the process of preparing the EHC needs assessment.

For pupils with an existing statement/EHC plan, in conjunction with the support of the Local Authority, the School will ensure it meets the needs specified in the plan in order to help the pupil achieve his desired outcomes. The School will also assist the Local Authority in reviewing the EHC plan, at least once each 12 months, to include a focus on preparing the pupil for key transition points, such as moving from the Fifth form into the Sixth Form or compiling an exit plan for a pupil leaving to go to university. Such reviews and any amendments to the EHC plan will be conducted before the 31 March and will involve the parents, the pupil, the Housemaster or tutor, the Head of Learning Support, a health service representative and, if appropriate, a local authority social care representative. At least two weeks' notice will be given in advance of the meeting and a full report of the outcomes of the meeting will follow within two weeks of the meeting.

This policy is monitored and reviewed annually by the Deputy Head (Academic) in consultation with the Headmaster and the Head of Learning Support.

Appendix 1: Summary of Changes

- This is the first issue of this policy in the updated policy format.