Special Educational Needs and Disability (SEND) Policy

Context
This policy was developed in consultation with parents/carers, staff and students and was drawn up having regard to the following legislation and guidance (in so far as they apply to Embley (Embley)): • The SEND Code of Practice: 0-25 years (January 2015, current statutory guidance) • Part 3 of the Children and Families Act 2014 and associated regulations • Equality Act 2010 • The Education (Independent School Standards) Regulations 2014 • Statutory framework for the early years foundation stage (September l 2023)
Headmaster: Cliff Canning
Governor with responsibility for SEND: Dr Lesley Black
SENDCO: Katie Viola and Denise Griffiths
SENDCO Qualifications: SENDCO is a member of SLT
Contact details: katie.viola@embley.org.uk denise.griffiths@embley.org.uk senco@embley.org.uk
This policy will be reviewed annually
Agreed by Local Governing Body: June 2025

This policy should be read in conjunction with the following policies and guidelines:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Admissions Policy
- Accessibility Plan
- EAL Policy
- First Aid and Administration of Medicine Policy

The responsibility for the management of this policy falls to the Headmaster, the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCO). Oversight of Embley's SEND arrangements is led by the above-named governor with responsibility for SEND. The Local Governing Body, the Headmaster and the SENDCO will work closely to ensure that this policy is working effectively.

Aims and Objectives

Aims

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all students and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEN and/or disabilities.

Embley will adhere to the principle that 'every teacher is a teacher of SEN' and will use its best endeavours to ensure that the necessary provision is made for any student who has SEN and/or a disability. Embley will ensure that all staff are able to identify where a student may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in Embley in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

Teaching and supporting students with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

Objectives

The objectives of this policy are to work towards eliminating disadvantages for students with SEN and/or disabilities (including students with medical conditions) by:

- identifying and providing for students who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all students get the support they need to access Embley's educational provision and those with a SEN and/or disability are able to engage as fully as practicable in the activities of Embley alongside students who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to Embley.
- operating a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of students identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (SENDCO) and ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- Ensuring that all students with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every student whatever their prior attainment.
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with Embley's Equality Act 2010 duties and not treating disabled students less favourably than their peers and making reasonable adjustments so that

disabled students are not put at a substantial disadvantage in matters of admission and education.

- in conjunction with the First Aid and Administration of Medicine Policy, making arrangements to support students with medical conditions and where applicable, to have regard to statutory guidance supporting students with medical conditions.
- having regard to any other guidance issued by the United Learning Trust.

Definitions

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Is under five years old and would be likely to have such difficulties if special educational provision were not made for them

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action Embley needs to take, not to fit the child into a category -we identify the needs of the whole student, not only their SEN, in order to establish what provision is required. Embley will take into account students' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

It is important to note that a student who has a disability may not necessarily have a special educational need and vice versa not all students with SEN will have a disability.

Identifying and supporting students with SEN and disabilities

Embley's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all students, including those with SEN and/or disabilities.

The progress made by all students is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a student's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents in order that they are kept up-to-date.

Where concerns are raised about a student's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENDCO. Slow progress and low attainment will not automatically mean a student has SEN. However, where Embley reasonably considers that a student may have a learning difficulty or disability, for example where there are early indicators that a student is not making expected progress, Embley will do all that it reasonable to support and consult with the parents and student as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

Embley may recommend engaging external agencies and professionals to help assess the student's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure Embley is given copies of all advice and reports received.

Where a student is identified as having SEN, or there are significant emerging concerns, the SENDCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a student's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEN Support and Embley will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child and teacher at Student Progress Meetings.

The Graduated Approach to SEND

Assess: In identifying a student as needing SEN support the class teacher, working with the SENDCO, should carry out a clear analysis of the student's needs. This should draw on:

- the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of Embley.
- the student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of

developing a more accurate picture of need will be the way in which the student responds to an intervention.
At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

Plan: Embley will carry out an analysis of a student's needs so that the plan of support can be matched to need. As part of this, parents/carers, with their child, will meet with the class teacher and the SENDCO to discuss the adjustments, interventions, teaching strategies and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and shared with parents. The date for review will depend on the level of need present but will be a least once per term.
The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.
The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
Where 1:1 or other learning support is part of the plan, there may be an additional charge, please refer to Embley's Terms and Conditions for further information.

Review: The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the student's progress and development and include the views of the student (as appropriate) and their parents/carers.
Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.
This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENDCO, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parents/carers and the student (where appropriate).
Where there is a sustained period of insufficient or no progress, Embley may decide to gain involvement and advice from a specialist or external agency. Embley will consult with parents/carers before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion with parents/carers, the student will be removed from Embley's SEN register.

Embley recognises that some students with a SEN may also have a disability and Embley will do all that is reasonable in order to meet the needs of students with disabilities.

SEN Provision

The provision offered to students requiring SEN Support will differ from student to student. A list of non-exhaustive examples include:

- an individual learning programme
- evidence based interventions (Numicon, Units of Sound, etc.)
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to resource base, Learning Support rooms.
- use of therapies (e.g. art, music)

Statutory Assessment of Needs (EHC Plan)

A small number of students whose needs are complex and long term, may require a greater level of support than Embley can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. Embley will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. Embley will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). Embley does not have this right of appeal.

Where a prospective student has an EHC Plan, Embley will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by Embley. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and Embley is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to Embley's obligations under the Equality Act 2010.

Education Health and Care Plans

There is a small number of students in our school who currently have EHC Plans. Embley co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Students with medical conditions

Embley recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case Embley will comply with its duties under the Equality Act 2010. Such students may have an EHCP which brings together health and social care need, as well as their special educational provision: Embley will work in conjunction with the student, parents and external agencies and specialists in relation to the student's medical needs when at school. Please refer to the First Aid and Administration of Medicine for further information.

Accessibility plan

Embley's Accessibility Plan sets out our plan to increase the extent to which disabled students can participate in our curriculum; improve the physical environment of Embley for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by Embley; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students, including those with SEN and/or disabilities, follows Embley's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

Student progress is tracked half-termly and where students are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with Embley and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, Embley endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

More information about the support offered to parents/carers from our local authority can be found within their Hampshire Local Offer.

Parents are, in turn, required to disclose to Embley any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (see Admissions Policy and Procedures, available from Embley website) Such information will be shared with the SENDCO and relevant staff on a "need to know" basis.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age, understanding and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Student Progress Meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their own targets.

Partnership with External Agencies

Embley is supported by a wide range of different agencies and teams, including Hampshire CAMHS.

Roles and Responsibilities

Provision for students with special educational needs and/or disabilities is a matter for Embley as a whole. In addition to the Local Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities in relation to SEND provision.

Local Governing Body

The Local Governing Body is responsible for determining school policy and provision for students with SEN and disabilities. The Governing Body will ensure that Embley:

- Uses its best endeavours to make sure that a student with SEN gets the support they need
- Ensures that children and young people with SEN engage in the activities of Embley alongside students who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCO.
- Informs parents/carers when they are making special educational provision for a child.
- Ensures that Embley's educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

The Headmaster

The Headmaster has responsibility for the day-to-day management of all aspects of Embley's work, including provision for students with special educational needs and/or disabilities. The Headmaster will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headmaster will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headmaster and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENDCO for the Senior School is Mrs Katie Viola.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs and/or disabilities.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress.

- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of Embley's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to children with SEN and/or disabilities and Embley's approach to identifying and meeting need.
- Managing the Inclusion team.
- Overseeing the records of all students with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Liaising with parents/carers of children with special educational needs and/or disabilities.
- Contributing to the in-service training of staff and identifying the need for additional staff training.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- Leading on the development of high-quality SEND provision as an integral part of Embley improvement plan.
- Working with the Headmaster and Embley governors to ensure that Embley meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

The Prep School SENDCO is Mrs Denise Griffiths.

All Teaching and Non-Teaching Staff

- All staff are aware of Embley's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs and/or disabilities.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all students including those with SEN and/or disabilities.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment
- Class teachers will ensure that any student on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENDCO on planning, on student response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified to address the diverse requirements of all students. The SENDCO are responsible for assessing students' eligibility for any exam concessions.

Embley prioritises ongoing professional development, regularly scheduling opportunities for staff to enhance and reflect on their teaching practices. Additionally, our SENDCO provides constant peer-to-peer support and guidance, fostering a collaborative and supportive learning environment.

Recording, Storing and Managing Information

Embley will record the progress of and any support for students with significant learning difficulties or disabilities or where they have an Education Health and Care Plan. This will be recorded by way of an Student Support Plan. This is drawn up in consultation with the student's teacher, the SENDCO, the student and their parents and kept on TEAMS.

The Student Support Plan may be amended as and when circumstances change and at the request of the student, parent, teacher, or SENDCO.

The student (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

Embley monitors progress of all students in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Harriet Povey. The designated teacher or child's form teacher will discuss with parents any concerns they may have about a student's needs and/or progress, in accordance with this policy. Student records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN students to enable them to better meet the individual student's needs.

Student SEN files are kept securely in a locked filing cabinet in the SENDCO's office and all electronic information is stored securely and confidentially on Embley information management system in the appropriate SEN Student file in compliance with our Security of Personal Data Policy, available from our school website.

Complaints

Embley will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENDCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about Embley's provision or organisation of SEND are managed in accordance with Embley's Complaints Policy.

Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

Embley will treat every application from an SEN and/or disabled student in a fair, open-minded way. Embley is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its learning environment. Embley's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

Embley will assess all students for admission on the basis of its standard selection criteria. Embley endeavours to ensure that it is able to fully support the needs of all prospective students. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with Embley before Embley considers the application for a place and before they sit Embley's entrance exam so that adequate provision can be made for them on the day.

Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, Embley will assess whether it is able to adequately cater for and meet any SEN and / or make reasonable adjustments in the case of disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the student at a taster day, and consideration of Embley's resources, as appropriate.

An offer of a place may not be made if Embley determines, following consultation with parents, that they are unable to meet and provide for a child's needs. Embley will always consider its obligations under the Equality Act 2010.

Transition Arrangements

Support for students with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Embley we have a comprehensive package of transitional support that is put in. This includes:

- Transition /Taster days
- Visits and information shared between SENDCOs.
- Key staff exchange
- New joiner data

Withdrawal

From time to time the needs of a student may significantly change as they progress through Embley. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Headmaster, Embley is unable to meet the student's needs as they progress through Embley (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to Embley's obligations under the Equality Act 2010, when reaching a decision concerning a student with a disability.

Bullying and behavioural issues

All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. Embley's PSHE Policy, Curriculum Policy, Behaviour and Discipline Policy and Anti Bullying Policy make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour. These policies are available from our school website.

Embley recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. Embley's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Embley also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Safeguarding

Embley recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

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

Embley's Child Protection (Safeguarding) Policy will be followed if there are any safeguarding concerns relating to a child and working in line with Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children (current editions).

Embley recognises that mental health difficulties can in some cases be an underlying cause or consequence of SEND needs. Where concerns arise, staff will work with parents, appropriate health professionals and external agencies to determine whether SEND provision, pastoral support or medical intervention is required.

Access Arrangements for entrance tests and assessments

Embley is committed to ensuring that students who require access arrangements are able to access assessments without being placed at a substantial disadvantage. Access arrangements are determined according to the individual needs of the student and, where applicable, the requirements of the relevant awarding body.

A formal diagnosis is **not required in order for a student to be considered for access arrangements**. Decisions are based on appropriate evidence of need, which may include the student's history of need, normal way of working, evidence from teaching staff, school based assessment and, where relevant, specialist or diagnostic assessment. The SENCO works closely with teaching staff and the Exams Officer

to gather appropriate evidence and ensure that any arrangements reflect the student's usual way of working.

Where a student has a disability, reasonable adjustments will be considered to ensure that they are not placed at a substantial disadvantage when accessing assessments. The specific adjustment required will depend upon the individual student and the nature of the assessment.

Access arrangements and reasonable adjustments are intended to provide appropriate access to an assessment and do not alter the academic standards or competencies being assessed.

Policy Review

This policy will be reviewed annually. It will be monitored by the SENDCO and updated and revised if necessary during the annual cycle.

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Owner	Katie Viola
Department responsible	Rob Clare, Director of Studies Katie Viola, SENDCO Dee Griffiths, SENDCO
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
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