

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Policy Owner:	S. Ridley
Approved by:	P. Rich
Approved by the Governing Board:	L. Clancy
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Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

At Canbury School, we recognise and value the gifts, talents and uniqueness of every individual. Having officially earned specialist school status in August 2026, we aim to provide a relevant and broad based curriculum within a small, caring environment - of a maximum of 80 students - in which all students can develop towards their full potential, regardless of ability. Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility. All staff understand that each class has, within it, a range of ability, including learners with special educational needs and disabilities. All of our children have special educational needs and/or disabilities and the vast majority have an Education, Health and Care plan (EHCP).

Canbury School Staff:

- Plan and deliver lessons which offer appropriate differentiation;
- Make reasonable adjustments to ensure that all pupils are able to access the curriculum and make progress.

We recognise the need to work in partnership with families and value the contribution they make towards their child's education.

Student and Parent Voice

We actively gather and integrate student participation and parental partnership into daily learning and target setting. Student Passports and student review meetings serve as key channels for capturing pupil views, goals, and preferred learning strategies. Parents/guardians are consulted throughout the assessment and review processes to ensure that targets are collaborative, transparent and responsive to individual needs both at home and at school.

Equality Act 2010

This policy has regard to the Equality Act 2010, in which disability is a protected characteristic and which states that a person has a disability if they have 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' The School ensures that it complies with the terms of the Equality Act and ensures that it:

- Does not to treat disabled pupils less favourably than mainstream pupils;
- Takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The School recognises that some students who have a disability, *may* also have special educational needs, but does not assume all disabled students have SEN.

In addition, the School recognises that other factors may impact upon progress; these include students with:

- Poor attendance and punctuality;
- English as an Additional Language (EAL);
- Health issues;
- Welfare issues;

- Who are Children Looked After (CLA) or Previously Looked-After Children (PLAC), ensuring close alignment with the tracking parameters maintained by the Virtual School Head (VHD) and the school's Designated Teacher;
- Whose parents are in the armed services or relocate frequently.

Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

- **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.
- **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder theirs and other children's learning or that have an impact on their health and wellbeing.
- **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing and long-term health conditions such as asthma, diabetes or epilepsy.

At Canbury School we aim:

- To deliver outstanding pastoral care so that every student feels fully supported, happy and confident in themselves and their relationships;
- To continue to develop the curriculum to encourage and challenge each student to realise their full academic potential;
- To create an ethos and atmosphere in the school that promotes high standards of mutual respect and tolerance both within the school community and in the wider world;
- To develop strong and constructive relationships between students, staff and parents/guardians;
- To support and develop a committed and enthusiastic staff and
- To offer the breadth of opportunities and experiences that helps each student to develop their personal qualities and talents.

Safeguarding

Staff understand that children and young people with SEND can face additional safeguarding challenges. They recognise that additional barriers can exist when recognising abuse or neglect within this population of pupils. Staff are therefore vigilant and:

- They exercise rigorous professional curiosity regarding changes in a student's behavioural baseline, emotional expression or physical presentation; staff are strictly trained never to passively assume that indicators of distress, anxiety or physical marks relate solely to a child's diagnostic SEND profile without immediate investigation and escalation to the safeguarding team.

- They monitor pupil interactions carefully, as research has shown that children and young people with SEND and disabilities can be disproportionately impacted by such things as bullying without showing any outward signs.
- They take active steps to overcome any barriers to communication that may exist for children with SEND and are mindful that children with SEND are more prone to peer group isolation than other children.

We recognise that students with SEND are statistically more likely to be involved in incidents where restrictive interventions are required. Canbury School is committed to minimising the use of these measures by prioritising proactive, preventative and de-escalation strategies tailored to each student's individual needs. We ensure that any intervention used is proportionate, lawful and considered only as a last resort. For full details on our approach, our risk assessment procedures, and our recording and reporting requirements, please refer to our *Use of Restrictive Interventions Procedure*.

We consider the students' needs holistically, thinking about their strengths as well as weaknesses. In this way, we are able to strike a balance between support for the student and freedom for them to participate as fully as possible in school life.

To achieve these aims:

1. The Head and SENCo monitor the annual intake to ensure that students with Special Educational Needs or Disabilities have not been refused admission or discriminated against because of their special needs, unless their admission would adversely affect the learning of other students or the school is unable to provide an appropriate education for them;
2. The SENCo will, when appropriate, discuss with the Senior Leadership Team decisions regarding the curriculum and timetable to ensure that the timetable is, as far as possible:
    i. Balanced;
    ii. Allows for differentiation according to individual needs;
    iii. Offers equality of opportunity and access to the different curricular and skill areas.
3. This entitlement curriculum is regularly reviewed to ensure that it remains relevant to the students' needs. When appropriate, and after consultation, a decision may be made to vary the curriculum offered to meet the needs of an individual. The school does, however, have the final decision. In most cases, the subject teacher remains responsible for delivering their subject.
4. SLT offers advice, suggestions and INSET (training) opportunities to all staff on ways to approach the teaching and support of students with SEND. All staff support students in mainstream lessons where possible and/or appropriate;
5. The Head and SENCo ensure that all staff are fully informed as to the special educational needs of any students in their charge.
6. A SENDP Register (entitled: SEND Register/EHCPs and Pastoral Provision Map) is produced by the SENCo detailing all students and their educational and/or medical need, or disability and additional support practices that may be required. It provides general advice on how best to support the students' needs in the classroom. All students have a Provision Map and KS3/4 students have a Student Passport, which is updated in the autumn and spring term.
7. SEND students are discussed in weekly staff briefing meetings and LSA meetings. Copies of this documentation can be found on Google Drive in Staff Meeting Minutes and LSA Feedback Forms.

8. **Staff CPD and LSA Briefings:** Ongoing professional development (CPD) and INSET training sessions are conducted regularly across the academic year to update staff on specific SEND categories, adaptive strategies and evidence-based interventions. Learning Support Assistants (LSAs) attend weekly briefing sessions to review student progress, align on targeted support strategies and refine classroom practices.
9. The SENCo and the DSL will collaborate to cross-reference the SEND Register with the school's tracking/data for children who require a social worker (including those supported under Section 17 Family Help or Section 47 Child Protection frameworks).
10. This ensures that our provision mapping mitigates the combined impact of academic learning barriers and extra-familial or systemic trauma, with progress data shared during multi-agency reviews
11. **Governance and Quality Assurance:** The Link Governor for SEND and the Senior Leadership Team (SLT) systematically monitor and evaluate SEND provision. Regular audits, review of intervention efficacy and detailed analysis of student progress data are conducted to ensure accountability, maintain high standards and inform future provision planning.
12. Students' EHCPs are available for all staff to read in the Staff Shared Google Drive in a folder named: Student Logs and Information.
13. The SENCo ensures that students' Special Educational Needs and Disabilities are known to other schools or colleges, to which they may transfer.
14. All students receive advice regarding future education or training. Canbury School liaises with parents and external agencies, where desirable, to ensure on-going support in the transition to adulthood;
15. Students may be withdrawn for individual/small group teaching or therapies, as detailed in their EHCPs.
16. The process of identification and assessment of need normally starts with our feeder schools, individual student's parents, the LAs or other specialists - as appropriate. If it is felt necessary, the Head or SENCo may visit a feeder school to meet a prospective student and/or teacher during the year prior to entering Canbury. The SENCo may also be present at a student's Year 6 Annual Review meeting;
17. Prior to being offered a place, prospective students will be assessed using: InCAS, MidYIS or Yellis (depending on the Key Stage of the pupil).
18. Parents are asked to provide the school with all pertinent information relating to SEND including medical diagnoses, EHCPs, IEPs or records from previous schools or private tutors, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational and Clinical Psychologists' or Specialist Teachers/Therapists' reports etc.
19. Identification of students needing support at Canbury will be largely based on the results of this information.
20. Specific requests for support for students in other years are also considered from various sources including parents, staff and students etc. The school endeavours to assess, identify and intervene as far as is possible, within the limits of the resources and constraints of the timetable.
21. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child/young person and their parents. Contact is maintained through annual review meetings, student passports, school reports, scheduled progress check evenings, emails or phone calls and ad hoc meetings. Students are given on-going verbal and written feedback, as appropriate, during lessons and through marking of work from teachers and LSAs.
22. The SENCo and the Consultant Bursar meet to discuss the Accessibility Plan annually, to ensure that all needs of SEND students are being adequately catered for.
23. The School will endeavour to accommodate the needs and requirements of all SEND students during the external examination season.

24. Access arrangements and reasonable adjustments will be applied for when sufficient evidence is supplied to the school SENCo in Year 10, or as soon after the student starts Canbury School. Please see the appendix outlining reasonable adjustments that can be made. This is not exclusive.

Preparing for Adulthood Pathways

In alignment with the SEND Code of Practice, transition planning at Canbury School explicitly encompasses independent living skills, post-16 and post-18 education pathways and preparation for employment. Transition reviews focus on developing self-advocacy, community inclusion, practical life skills and career guidance tailored to each student's ambitions and abilities.

Access arrangements for external examinations:

The SENCo will coordinate the requirements of all students in Key Stage 4 and 5, whether they feel there is a requirement for additional support during examinations, and uphold the JCQ requirements. Access arrangements are strictly evidence-based and must reflect a candidate's normal way of working from Year 10 onwards (or as soon as they join Canbury School). Support may arise from a special educational need or a medical need and requirement. This will be documented and supported by adequate evidence provided by teaching staff and learning support assistants. All staff will be made aware of the reasonable requests or access arrangements put in place. A candidate's access arrangements are determined by the school SENCo following JCQ regulations, and implementation is the joint responsibility of the SENCo and Exams Officer.

In deciding whether SEND students are making adequate progress, Canbury has regard to the SEND Code of Practice 2015, which describes adequate progress as:

- Similar to that of children of the same age who had the same starting point.
- Matching or improving the student's rate of previous progress.
- Allowing the attainment gap to close between the student and children of the same age.

If a student is considered as not making adequate progress, there will be a review of current provision so that a decision can be made to provide a more effective intervention or - in rare cases - to suggest that the student's needs would be more effectively met elsewhere. Student progress is tracked throughout their time at school both by academic targets, informed by regular assessment and baseline assessments, and by review of any additional overarching SEND targeted provision. Social and emotional difficulties are tracked through the pastoral tracking system. Students whose primary SEND relates to social, emotional and psychological needs will also have the involvement of the Pastoral Team.

Supporting pupils at school with medical conditions

With regard to Section 100 of the Children and Families Act 2014, the School recognises that students with medical conditions may have a disability or special educational needs. Those with long-term and complex conditions may require ongoing support; others may require monitoring or specific interventions in emergency situations.

The School fully considers the advice from health care professionals, in addition to input from the student and their family. We recognise the social and emotional impact that medical conditions may have on a student. Students with medical needs have an Individual Health Care Plan (IHCP).

The School works actively with students and their families to ensure that support is provided (including access to remote learning) to mitigate the impact of any frequent or long-term absences which arise, due to health issues, that would adversely affect their educational attainment and emotional wellbeing.

A full account of medical conditions is taken in risk assessments, including those for extra-curricular activities, sports and school trips to ensure that appropriate arrangements are in place.

There are currently 19 fully qualified First Aiders on the staff. The School is always open and willing to discuss any students' health problems with parents, as well as the management of any medical condition that may arise. Arrangements can be made on an individual basis, if medication needs to be stored or administered during the school day. Where pupils have specific conditions such as epilepsy, asthma or anaphylactic shock, staff are provided with instructions and training on what to do in the first instance, as they await the arrival of a First Aider.

Mental Health

The School has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires the School to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. The School recognises that some students with mental health issues may also have SEN.

Relationships and Sex Education (RSE)

RSE will be accessible for all students, including those with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility.
The School is also mindful of the preparation for adulthood outcomes, as set out in the SEND code of practice. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. We aim to ensure that RSE teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Online Safety & Digital Relationships

Online safety, understanding digital boundaries, and recognising risks in online interactions form a critical part of our RSE curriculum. This instruction is particularly vital for vulnerable learners and pupils with SEND, who may be at higher risk of online exploitation or misinterpreting digital communication. Guidance focuses on safe navigation of digital platforms, healthy online relationship dynamics, and knowing how to seek support when encountering concerning online content or behaviour.

Appendix 1 – possible examples

Reasonable Adjustment	Details
Word Processor	Students may be granted permission to use a laptop if their handwriting is difficult to read, is largely illegible, or if they have slow handwriting. It can also be helpful for a candidate who has problems with planning and organising when writing by hand, as it facilitates editing. This means that the quality of a student's written language can improve significantly. These students will be roomed in with the main cohort of candidates, with access to a power supply for the laptop. The use of a word processor is a centre-delegated access arrangement as long as the spell-check and grammar-check facilities and predictive text are switched off.
Additional Time	Students may be granted permission for additional time if: ● Candidates have a disability or learning difficulty that substantially impacts on their ability to work under closely timed conditions. ● The difficulty is due to problems with writing speed, reading speed or the processing of information. ● Students have scores that meet the JCQ requirements. This is for non-EHCP students who require 25% extra time and for EHCP students who require more than 25% extra time. ● Concentration for extended periods of time is deemed difficult due to other medical or educational needs. (e.g. Dyslexia, ADHD & ADD students)
Scribe	Candidates who have difficulties with writing, and the use of a laptop would not significantly improve the outcome, may require a scribe. These students will be roomed away from the main cohort.
Reader	Students with reading difficulties - who have problems accessing an exam paper and reading back their written responses - may be granted a reader. These students will be roomed away from the rest of the cohort.
Modified Papers	Modified papers include enlarged papers, enlarged and/or bold font, braille papers, modified language papers, non-interactive PDF question papers, tactile diagrams and transcripts of listening tests and videos.
Fidget Toys & Stress Balls	If a candidate has access to a fidget toy or stress ball, as their normal way of working, it is permitted for them to have this arrangement in exams.
Prompter	A prompter can be put in place for students who have persistent issues with concentration or distractibility. It can be a helpful arrangement for candidates who have little sense of time, are easily

	distracted, or who have problems moving on from one question to another.
Supervised Rest Breaks	This is a helpful arrangement for a candidate with a condition or issue that makes it difficult to complete an exam without a break, or rest period. A break of five or ten minutes per hour would be reasonable.
Coloured Overlays	A coloured overlay is a sheet of transparent coloured acetate or plastic that is placed over a page of text to help make reading more comfortable.
Reading Aloud	Where a student benefits from reading the exam paper aloud to themselves and has the opportunity to read back their own written responses, they will be roomed separately from the other student
Seating Arrangements	Students with anxiety issues will be sat near the door or at the front of the exam room, if this is preferred. Other students, who prefer to sit near a window, will also be accommodated.
Separate Room	Some students with high anxiety and/or concentration issues may be granted access to a separate room for their examination, in order to provide a calm quiet place away from other distractions.
Assistive Software	Students may use assistive technology, such as speech-to-text or text-to-speech software, to support reading and writing during assessments where permitted by regulations.
Sensory Supports	Arrangements such as noise-cancelling headphones or ear defenders may be provided to assist pupils with sensory processing needs in maintaining focus and reducing environmental distress.

N.B. Access arrangements must always reflect a student's normal way of working. No allowances can be made for shortcomings in subject specific knowledge and skills.