



MOUNT  
KELLY

Boarding and Day School  
Boys and Girls, Aged 4-18

# Special Educational Needs, Disabilities and Inclusion

(This policy applies to all pupils including those in EYFS)

<b>Reviewed</b>	March 2025
<b>Next Review</b>	March 2026
<b>Owner</b>	Deputy Head Academic/Senior Deputy Head/Assistant Head Personalised Learning (SENCo - College/SENCo - Prep)

## Contents

1. Definition of Special Educational Needs .....	4
2. Definition of Disability.....	4
3. Governor and staff responsibilities.....	4
4. Identifying and supporting pupils with Special Educational Needs and Disabilities .....	5
5. How support is delivered .....	6
6. Provision.....	7
7. Screening.....	8
8. Recording progress of pupils with SEND.....	8
9. Early years Provision .....	9
10. Further aspects relating to SEND provision .....	9
11. Pupils with an Education Health Care Plan ('EHC Plan') .....	9
12. Accessibility Plan.....	10
13. Bullying and behavioural issues .....	10
14. Entitlements to additional time and/or support in external assessments .....	11
15. Concerns .....	11

Mount Kelly ('the School') is committed to the equal treatment of all pupils including those with special educational needs and disabilities ("SEND"). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed to access the School's educational provision.
- not treating disabled pupils less favourably than their peers.
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

The Assistant Head Personalised Learning (SENCo) at the College may be contacted via email: [rogersm@mountkelly.com](mailto:rogersm@mountkelly.com) or via direct phone line 01822 800119. The SENCo at the Prep may be contacted on 01822 612244 or via email: [whysalln@mountkelly.com](mailto:whysalln@mountkelly.com).

The Governor with responsibility for SEND is Wendy Davis.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the Early Years Foundation Stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Curriculum Policy (containing the EAL Policy), Equal Opportunities Policy and Accessibility Plan.

## **1. Definition of Special Educational Needs**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 they:

- Have a significantly greater difficulty in learning than the majority of children their age;
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age by mainstream schools or early years providers;
- Are 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 School's support for those children whose first language is not English is set out in the School's EAL Policy.

A special educational need or disability has a 'long standing and significant' effect on a pupil's ability to access the curriculum. Following changes in the SEND Code of Practice January 2015, identification of SEND now falls into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

Early identification of need is vital so the appropriate support can be offered to pupils. It is important, therefore, that all the needs of the child are considered. Some factors, which may not be SEND, can impact on progress and attainment and these need to be considered and addressed.

## **2. Definition of 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). Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

## **3. Governor and staff responsibilities**

The Governing Body is responsible for determining school policy and provision for pupils with SEND.

The Head Master is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The School has appointed a whole school Special Educational Needs Coordinator (SENCo). The SENCo's responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Headmaster and governing body
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEND, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND needs
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEND
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date

#### **4. Identifying and supporting pupils with Special Educational Needs and Disabilities**

The School's curriculum plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has Special Educational Needs (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

The School may suggest a formal assessment of a child (such as by an educational psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is consulted and involved in the process; is given copies of all advice and reports received. If there are significant emerging concerns, or identified special educational needs or disability, the School will take action to put appropriate special educational provision in place considering advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Consideration should also be given to a pupil's wishes (according to their age, maturity and capability).

## **5. How support is delivered**

All support is delivered by classroom teachers and the Personalised Learning Team (PLT). The PLT comprises the College and Prep SENCo, the Learning Support Assistants (LSAs) and Learning Coaches. Mount Kelly acknowledges that the needs of children are mostly met by teachers who have a good and comprehensive understanding of the needs of each individual child; teachers cater for the needs of pupils in the classroom through well thought-through differentiation and adaptation in planning and delivery of the curriculum using Quality First Teaching (QFT).

Sometimes that differentiation is supported by a Learning Support Assistant. In Nursery and Reception class all children with SEND are given equal opportunity to access the Early Years Foundation Stage curriculum. Planning is modified to meet the individual needs of all children, including those with SEND. This could include adapting the learning environment, such as providing extra support (e.g. allocating adult support to a child who finds it hard to sit at group times) or providing carefully chosen resources (e.g. chubby and triangular pencils).

The SENCO is responsible for identification, monitoring and recording of children with SEN and for ensuring a high-quality provision to meet their needs.

In the Prep School, LSA-led withdrawal sessions are provided for pupils if it is recognised that their needs cannot be met by in-class support alone and/or if such sessions are recommended by an external agency. In the College, pupils may withdraw from MFL and attend supervised study sessions or PL sessions led by a Learning Coach or the school SENCo.

### **Identification**

Pupils at Mount Kelly may be offered support by the Personalised Learning Team (PLT) for any one of the following reasons:

- A pupil has an Education and Health and Care Plan (EHCP).
- They have a Specific Learning Difficulty that has been formally identified by a formal assessment.
- Standardised testing shows that they are achieving scores well below their chronological age in reading, spelling or maths.
- They are struggling to keep up and sustain progress within the classroom.
- They are identified through class work and standardised testing to be working at a level well above average for their age.
- They have been identified as needing support in terms of emotional, behavioural, physical and sensory needs.
- They are a speaker of English as an additional language (EAL).
- They require support in relation to an identified disability

## **Initial Meeting**

Once a pupil has been identified as in need of support from the PLT for reasons listed above the SENCo will convene a meeting with the parent(s), pupil (if age appropriate) and Tutor. From this meeting agreement will be made the initial support provision.

## **Short term need intervention**

The School recognises that some pupils might need a short burst of intervention support – for example to improve spelling/reading over 6 weeks. In these circumstances, parents may request a meeting but otherwise will just be informed.

## **6. Provision**

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review:

**Assess** – Once identified, using the methods laid out above and following the initial meeting, a pupil is placed on the Provision Map under the Monitoring wave and there will be a Graduated Response to need including the development of a Personalised Learning Profile (PLP) where necessary. PLPs are created in consultation with the pupil and parents.

Pupils with a high level of educational need may be eligible for an EHCP from the Local Authority. A discussion would trigger the Needs Assessment process if required. EHCPs are usually reviewed six monthly for children 5 years and under and annually for those over five years old.

**Plan** – Teachers, collaborating with the PLT, using the information gathered during assessment, adapt and differentiate their teaching thus making provision for the pupil's identified areas of need. In general, this will mean that classroom provision is widened to meet a greater need, rather than additional provision being created – thus ensuring proper and appropriate inclusion for the pupil with SEND. Where provision is made outside of class, this will have a clear reason and purpose, with specific desired outcomes which will be recorded on the Personalised Learning Profile (PLP).

**Do** – The teacher is at the centre of day to day working with all pupils, including those with SEND, even when interventions and specific provision involves one-to-one teaching away from the class. Teachers work closely with the PLT to plan and deliver all support and intervention which will mean there is a shared perception of desired outcomes. Feedback from the teachers and PLT then forms part of the review process.

**Review** – Progress towards meeting planned outcomes will be tracked at least termly, in line with standard reviewing procedure, including assessing whether the gap is narrowing between pupils with SEND and all pupils. The teacher is at the centre of this process, and ideally, a termly review meeting with SENCo, parents, and pupil (if age appropriate) will evaluate the provision laid out in the PLP and analyse the pupil's forthcoming needs. If a termly review meeting is not possible or appropriate, the SENCo will hold a review meeting at least annually and will enter communication termly with the pupil and parents in some form

and record that communication. In addition, pupils with an EHCP will receive an annual review with invited representatives from the Local Authority.

## **7. Screening (*Under review for amendment from September 2025*)**

All pupils are screened using a wide variety of well-established tests which reveal strengths and weaknesses in cognitive profiles. Screening includes:

- Nursery: Early Years Assessments
- Year 1: Phonic screening and termly assessments
- Years 2-6 CEM + KPIs + ongoing formative & summative assessments
- Year 7 Lucid Exact Screening
- Years 7: MidYis tests
- Year 8: MidYis test for new pupils
- Years 3-8: STAR Reader
- Years 7&8: PASS data
- Year 9: MIDYIS
- Years 9-13 Lucid Exact Screening
- Year 10 entrants and mid-year joiners YELLIS
- Year 12 ALIS

Information from feeder schools/nurseries is monitored and, where necessary, liaison prior to intake occurs. All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

## **8. Recording progress of pupils with SEND**

Any child receiving help through SEN support is recorded on the School's Provision Map, unless identified as short-term need intervention. The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Personalised Learning Profile. This is drawn up in consultation with the pupil's teacher, the SENCo, the pupil and their parents and kept on the School's information system. The PLP contains key information such as:

- Teaching strategies.
- The additional or different provision of support in place.
- Involvement of any specialists or professionals.
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how this affects them.



- Date the PLP was drawn up and date for review.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the pupil is encouraged to take ownership of it and, where possible, to set their own targets. The School will measure the overall progress of pupils with SEND at the end of the various key stages to see how much progress they make compared with that of their peers.

## **9. Early years Provision**

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher or child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

## **10. Further aspects relating to SEND provision**

### **Admissions**

The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with SEND. The School will treat all applications from SEND pupils in a fair, open-minded way. However, the School will assess all pupils for admission based on its standard selection criteria. Mount Kelly Admissions Policy reflects this.

### **Withdrawal**

Where, after all reasonable adjustments have been made or considered, the School judges that it is unable to accommodate a SEND pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child.

### **Emotional Based School Avoidance (EBSA)**

The School follows the best practice guidance from Devon County Council. There is a whole school approach including the Designated Safeguarding Lead, the Wellbeing Team, the Personalised Learning Team, Teachers and appropriate school staff.

## **11. Pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child.

Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right. 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). The School does not have this right of appeal. Where a prospective pupil has an EHC Plan, the School 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 the School.

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 the School is named in the EHC Plan.

In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required

## **12. Accessibility Plan**

The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater. A copy of the School's Accessibility Plan can be provided upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

## **13. Bullying and behavioural issues**

The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour. The School 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 SEND 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.

The School recognises that children with SEND 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 SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

The School's Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

The needs of pupils with SEND are considered in all matters relating to behaviour and discipline. Reasonable adjustment will be made for pupils with diagnosed SEN/disabilities, as per the School's Behaviour and Discipline Policy.

#### **14. Entitlements to additional time and/or support in external assessments**

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments.

Parents should speak with their child's form teacher/ tutor or SENCo regarding any application for additional support as soon as reasonably practicable. The SENCo will process applications for appropriate examination access in conjunction with the Examinations Officer following Joint Council for Qualifications (JCQ) guidelines.

#### **15. Concerns**

The School 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/ tutor or Head of Section if their child's progress or behaviour gives cause for concern.

##### **Designated Teacher with responsibility for Safeguarding:**

Mrs Maddy Carr (College) and Mr Matty Thavenot (Prep)

##### **Medical needs and register of pupils:**

Nurse Hannah Adams

##### **Review of Policy:**

This policy will require annual review, in line with the School's policy review schedule, and as responses to the SEND Code of Practice (January 2015) are implemented and improved.