



St Andrew's School, Turi

**Special Education Needs and Disabilities Policy (SEND)
(Prep School)**

Compiled by:	Head of Learning Success Centre
Reviewed by:	Deputy Head Academic [PS]
Approved by:	Head [PS]
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1. Policy

Policy statement

St Andrew's School recognizes its statutory and moral responsibilities to students with Special Educational Needs and Disabilities (SEND). Our guiding principle is to ensure equal opportunities for all students to fulfill their academic and personal potential while fostering a strong sense of belonging within the school community.

We are committed to seek the highest for every individual: each student should have an equal opportunity to make the best possible progress in their academic work, creative and physical development. The school values and encourages the contribution of all students to the life of the school, whether in the classroom, on the sports' fields, in the choir or orchestra, or within the wider community, including boarding houses.

Our curriculum is delivered with the goal of minimising barriers to learning through high quality teaching. Where adaptive teaching alone is insufficient to meet the whole remit of a student's needs, additional and different provision is made.

Early identification and intervention are key priorities, and we actively involve staff, students, and parents in this process. Learning difficulties are assessed through various methods, ensuring each student receives appropriate guidance and support to reach their full potential.

Recognising that all teachers are *teachers of special needs*, teachers play an essential role in identifying students with SEND and implementing effective classroom provisions.

The SEND Department is known as the Learning Success Centre (LSC).

Scope

This policy, and any associated procedures, applies to students and young people with SEND including how St Andrew's School works with them.

It is our intention to apply a whole school policy to meet each child's individual needs, following the guidelines of the SEND Code of Practice: 0-25 YEARS January 2015.

It will:

- identify at the earliest opportunity any child who may have SEND
- provide for children using the graduated approach defined in the Code of Practice for SEND, if the school is a suitable placement
- provide SEN Support onwards, to plan and implement an appropriate Individual Education Plan
- ensure that all school staff are aware of each child's needs so that his/her needs may be met
- provide pastoral care and support for the children with SEND, so that they may develop in all areas and build a keen sense of self-esteem
- maintain a confidential SEND file for each child containing all relevant reports which shall be available to staff who are directly involved with the child
- conduct regular reviews of the children's progress, both regarding SEND and to their general development
- make any changes to the IEP in the light of each successive review
- maintain close links with the parents/caregivers at all times and to involve them in:

- a) The initial assessment procedures
- b) Regular reviews of the child's progress
- seek and consider, according to age, maturity and capability, the views of the child with SEND
- endeavour to ensure that each child with SEND progresses to a suitable secondary school where his/her current needs will be communicated and continue to be met.

Definition

Special Educational Needs is defined for statutory purposes such as:

A child of compulsory school age who has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty learning than most children of the same age, or
2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in St. Andrew's School.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Terminology

In this policy, '**Board**' refers to the Board of Governors; '**School**' refers to both the Senior and Preparatory Schools either separately or jointly depending on the context; '**Director**' refers to the School's Executive Director; '**Head**' refers to the Head of the Preparatory School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third party contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; '**SENDCO**' refers to Special Educational Needs Coordinator (also the Head of Learning Success Centre in this context) and '**Parents**' includes one or both of the parents, and legal or education guardians.

Legal and regulatory framework

This policy takes account of all relevant legislation. It is based on:

- SEND Code of Practice: 0-25 YEARS January 2015
- The Education Act 2011
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Children and Families Act 2014
- Teachers Standards 2012
- Kenyan Special Needs Education Policy 2009 (updated with the implementation of the Persons with Disabilities Act 2025)
- Kenyan Special Needs Education Policy 2009 (Updated 2018)

Also: The Warnock Report (1978)

The Education Act 1981

Every Child Matters (2003)

Removing Barriers to Learning (2004)

The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 5. (2)(b) (vii) 'promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

This policy also meets Part 1 (Quality of Education Provided) of the standards of British Schools Overseas (2023) and meets Section 2 (Pupils' education, training and recreation) of the Independent School Inspectorate (ISI 2025) standards in the Framework for ISI Inspection in accordance with the British Schools Overseas accreditation scheme endorsed by the UK government (2025)

Review

This policy will be subject to annual review by the Deputy Head (Academic) and the SENDCO.

2. Roles and responsibilities

The Board

The Board is responsible for holding the Head accountable to ensure that the necessary SEND provision is implemented in accordance with this policy and relevant legislation.

The Head

The Head ensures that:

- All staff are aware of the School's SEND policy and work effectively with students with SEND;
- The necessary provision is made for students with SEND;
- The key responsibilities of the SENDCO are clearly defined and the effectiveness of the SENDCO in undertaking those responsibilities is monitored;
- All staff are aware of the importance of identifying and making provision for students with SEND;
- Students with SEND participate in school activities alongside their peers, as far as is reasonably practical;

The Deputy Head Academic

The Deputy Head Academic ensures that:

- Staff support students with disabilities and learning difficulties and put in place effective teaching to meet their needs and any access arrangements and reasonable adjustments required;
- The SENDCO is supported in determining and implementing appropriate access arrangements.
- Parents are notified of a decision by the School that SEND provision is being made for their child;
- Pupils and their parents or caregivers are informed and actively involved in the academic journey. This includes maintaining clear communication, reviewing what is working effectively, and identifying appropriate next steps to support continued progress.

The SENDCO

The SEND coordinator's role is to:

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate effective day-to-day provision of education for students with SEND;
- Oversee the records of all children with SEND
- Contribute to the in-service training of staff on effective teaching strategies for students with SEND

- Ensure that suitable assessment/exam access arrangements are made
- Co-ordinate all the provision for children with SEND and their families and developing an approach so that all children get the best quality help
- Liaise with children and their parents /caregivers to include knowing what is happening. That they are involved in checking what is working /what is needed next
- Liaise with the outside specialists – Speech and Language Therapy, Occupational Therapy, Physiotherapy, Pediatrics, School Nursing, Educational Psychology, Ophthalmologists – where these are available
- Ensure electronic system of EdAdmin keep up-to-date records of all SEND pupils
- Ensure teachers and support staff are resourced effectively in order to support pupils with SEND in the school achieve the best progress possible
- Transfer relevant SEND information to another school or educational institution when a student leaves

3. Principles

There are 14 main principles on which this policy is based:

- Adopting good practice
- Ensuring Inclusion
- Effective Teaching and Learning
- Early identification, assessment and intervention
- Graduated approach
- Levels of support
- Evaluating the success of provision
- Reviewing procedures
- Assessment
- Assessment access
- Supporting parents
- The role played by pupils
- Non-teaching time support
- Admission arrangements

3.1 Adopting good practice

All staff have a responsibility to ensure that every SEND pupil has access to the full range of curriculum subjects and co-curricular activities.

To meet and maintain these responsibilities, all staff will:

- Provide excellent classroom teaching
- Ensure they are familiar with the SEND pupils on the register, especially those they teach
- Proactively engage with the LSC department to discuss individual pupils' support
- Communicate end of term class assessments of pupils with SEND to the LSC department
- Ensure they are providing effective differentiation within normal class lessons
- Have the highest possible expectations for all children in their class
- Ensure all teaching is based on building on what a child already knows, can do and can understand
- Use a range of teaching strategies to ensure each child is fully involved in learning in class, this may involve things like using more practical learning

- Use specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support a child to learn
- Monitor and check each child's progress regularly
- Decide that if any child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress they will seek support from the SENDCo
- Make changes to the way a child is supported in class e.g., some individualised support or changing aspects of teaching to support them better
- Ensure any intervention run by a teaching assistant has been trained in the intervention
- Ensure clear assessment is done before and after to measure progress
- Identify specific targets or goals set for the children involved so they know what they need to do next and when they have achieved this
- Consult with the SENDCO if the intervention measures in place are not working
- Attend any INSET provided where SEND is included in the training

Additional support is available for children with specific barriers to learning that cannot be overcome through quality teaching and intervention groups. This is provided through the Learning Success Centre.

3.2 Inclusion

Children with SEND are fully integrated into the school. All staff are aware of which children receive support and the atmosphere is one of understanding and encouragement.

- The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through scaffolding in lessons, through schemes of work which recognise pupils' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.
- The curriculum in any given subject area meets the needs of all the students to whom it is delivered.
- At the start of the school year, all staff are given time access to the LSC online folders containing lists of pupils on the register, exam access arrangements, recommendations for classroom support and the recommendation for support sheets for any pupil with a full assessment.
- Medical details are provided by the school nurse and are also available electronically.
- Setting takes place in Year 6 and 7 for Mathematics.
- The library provides a range of reading materials which are accessible and suitable and appealing to all abilities including dyslexia.
- Pupils who need support accessing the curriculum may also be encouraged to use a laptop to enable equal access

3.3 Effective Teaching and Learning

We aim to give each child the most personalised learning experience possible. As such:

- Specially trained support staff can adapt the teachers' planning to support the needs of the child where necessary
- Specific resources and strategies are used to support the child individually or in groups. Planning and teaching are adapted, based on a child's responses to previous teaching and what needs to happen next.
- All class teachers are qualified teachers who are well supported by specialist staff (the SENDCo, classroom and teaching assistants) in working with a child.

- SEND staff work with the teacher in planning for children with SEND and provide in-house training where needed
- CPD may include whole school training on SEND issues or support for identified groups of learners in school, such as attention difficulties, dyslexia, etc. The SENDCo provides whole staff training to disseminate knowledge, strategies, and experience to ensure consistency of the school's approach for children with SEND
- Teachers and support staff might also attend training courses online
- The SENDCo has graduate qualifications in educational provision for children with special needs.

3.4 Early identification, assessment, and intervention

A range of strategies are used to identify children who have SEND:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them
- Practitioners are contacted to find out what goals the child has been working towards, how the child has responded and what needs to happen next
- For other children, high quality teaching is first provided and pupil response to this is observed
- It is only when a child does not make the expected progress that further assessment may be implemented to identify whether a child has SEND
- Specialist assessments are used to help pinpoint specific needs
- Most importantly, in consultation with the teacher, child and parents, the child's learning is discussed. Gaps are identified and targets are set.
- If there are still concerns relating to the progress of a child, the SENDCo will arrange a more formal discussion with parents.

3.5 Graduated approach

In consultation with the pupil, the previous teacher/s and evaluating assessment results; a pupil's ability is determined to find out what they already know, how they learn best and what is next in learning. A variety of engaging and interesting teaching approaches are provided to stimulate the child's participation and engagement. Through observing their responses to teaching – both what is taught and how it is taught – the needs and provision for an individual pupil can be identified.

Most children who need additional support at St Andrew's will have Specific Learning Difficulties, but the school will, in accordance with the Equality Act of 2010, look sympathetically at applications from pupils with other learning difficulties. The provision of individual and small group support is designed to be as much a part of the normal running of the school as, for example, instrumental music lessons.

In accordance with the SEND code of Practice 0-25 years (January 2015) the Learning Success Department employs the four key actions of **Assess – Plan - Do - Review**.

3.6 Levels of Support

At the start of the school year, a register of pupils with SEND, which includes their name, form/tutor, level on the register, their primary need, and a brief description of provision, is drawn up. This is updated as necessary during the year.

A provision map is drawn up for pupils from WAVE 3 or higher detailing specific needs, support strategies and cumulative data from assessments and subject tasks. It is a working document and is

updated as necessary throughout the year. This is based on recommendations written in a detailed report by an education specialist or from observations and other interventions and support provided.

Classroom Awareness and Scaffolding (Differentiation)

A pupil may be identified as requiring additional support which can be met within the classroom, if certain tasks are differentiated and/or teachers understand how to handle certain situations to enable this pupil to function effectively. This support may be considered WAVE 1.

Wave 1: In-class support with TA and teacher. On the Monitor list.
Wave 2: IEP drawn up for in-class support plus Games 1 or 2 support in LSC may be necessary.
Wave 3: IEP and Provision Map. Attendance in LSC for support – timetabling of support may vary. Mild learning challenges. Additional assessment might be necessary.
Wave 4: IEP and provision map. Attendance in LSC for support – timetabling usually out of French plus 3x 30 minutes in LSC. Moderate levels of learning challenges. External assessment.
Wave 5: IEP and provision map, possible EHC Plan. Attendance in LSC for support – timetabling usually out of French plus 3x 30 minutes in LSC. May have a TA allocated for one-on-one support. External assessment.

SEND Support

If a pupil fails to make expected progress based on accumulated evidence and /or further screening in school or externally, an Individual Support Plan (IEP) is drawn up and agreed in consultation with the staff, parents / caregivers and the pupil. This is reviewed twice a year or more frequently if necessary.

If a pupil's needs can still not be met, beyond the support of a Teaching, Classroom or Learning Success Assistant, additional funding from the parents will be sought to provide this.

Advice may be sought from external agencies. At this stage, a SEN may be identified. In broad terms a pupil may exhibit:

- Communication and interaction: Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)
- Cognition and Learning
- Specific Learning Difficulties (SpLD) – Verbal, Non- verbal, spatial, dyslexia, dyscalculia, dysorthographia,, dyspraxia
- Processing speed, working memory
- Executive functioning challenges
- Social, Emotional and mental health difficulties
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Oppositional Defiance Disorder (ODD)
- Attachment disorder
- A range of difficulties which manifest in many ways eg. Challenging, disruptive behaviour; becoming isolated; eating disorders etc.
- Sensory and/ or Physical Needs
- Vision/ hearing impairment

- Sensory impairment (vestibular / proprioceptive etc)
- Physical disability

Information relating to the nature of various types of SEN, the symptoms expressed and strategies for providing for those needs, is available for all members of staff in the SEN department.

When a pupil has complex needs, the school will review with the parents the suitability of the school to meet the pupil's needs.

3.7 Evaluating the success of provision

Each child's progress is carefully monitored through:

- Continuous assessment and target setting in all subjects, as appropriate
- End of year testing using GL testing for core subjects.
- Termly reviews of IEP targets with progress and next steps identified.
- Termly reading assessments using the Star Reader Programme for all year groups
- Provision through work on a computer game assessed through difficulty and levels completed
- Typing speed wpm accuracy and progress
- Growing independence in the use of technology where appropriate for additional support
- CAT scores may be reviewed or repeated.

3.8 Review Procedures

Review of provision is usually termly; whatever level of support is being given. All staff teaching and the pupil are consulted to establish whether appropriate progress has been made, and feedback from external assessors will be included.

Following each review and evaluation of the child's progress, decisions are made as to whether: -

- Revision
- Reinforcement
- New targets
- Change of type of intervention are needed

If a child is meeting grade level expectations for their age group, they can be considered for exiting the SEN support programme. The pupil's progress will then be monitored by the SENDCo for the next 6 months. If this progress is maintained and in discussion with the subject teachers, parents and pupil is deemed suitable, then the pupil may be exited from the support programme. All data relating to the pupils will be retained to ensure it is available for future review in case the pupil needs to re-enter the LSC support programme.

3.9 Assessment

Children from Reception onwards undergo continuous assessment. From Year 7 onwards there is course work which gains credits to go towards an end of term/year total.

Some children with SEND may be entitled to special access arrangements: for example, extra time, use of a laptop or a reader for a child with significant reading difficulties. Access arrangements will be recommended, carried out by an external assessor and funded by parents.

In any public exam the guidelines for SEND are followed.

External Assessment Services

Under particular circumstances and after thorough internal testing, St Andrew's can arrange educational diagnostic assessments on site, by a consultant assessor, paid for by the parent.

Assessments offered include:

- Cognitive – Verbal, Non-verbal, Spatial, General
- Achievement
- Social Emotional
- Attention
- Executive Functioning (Organization, Planning, etc.)
- Memory
- Neuro-processes
- Exam Access Arrangements, focusing on processing delays requiring extra time

Once assessment is complete, results are shared with parents and teachers.

Assessment Reviews

Educational diagnostic evaluations are renewed as necessary.

The SENDCo is responsible for:

- Sending the paperwork home and tracking its progress
- Confirming parent permission to the psychologist via email.
- Scheduling the testing
- Informing the teachers of the testing
- Being the contact person

Internal Referral Procedures

When a student's academic performance or behaviour continues to be a cause for concern, the class teacher / tutor:

1. Collaborates with LSC team – for observations and possible in class support/ interventions
2. Completes a Road to Referral form and a Referral form.
3. Implements suggested interventions for a minimum of four weeks
4. Communicates with the parents

If the student responds to interventions, the student will continue to be monitored until such time it is deemed this is no longer needed.

If the student fails to respond to interventions the SENDCo will:

1. Liaise with relevant staff
2. Create a provision map for the student
3. Involve teachers and pupils in developing strategies and target setting
4. Inform and remind teachers to use the strategies for the pupil in question
5. Ensure notes are filed in the student's folder in shared drive. Summary information is noted in

EdAdmin where relevant

6. Report back to parents/ carers in writing
7. Ensure regular feedback as to the pupil's progress
8. Ensure termly updates of provision maps are completed
9. A full referral form should be completed by now if it has not already been done.

Follow-up Meetings

- All pupils will be reviewed regularly
- Any pupil on the SEND register who is being monitored will have their progress reviewed at least termly.
- Reviews will be conducted in consultation between the pupil, SENDCo, the pupil's teachers Deputy Head (Academic), Deputy Head (Pastoral).

Access to Assessment

The SENDCo, in discussion with the teacher and the student, makes the final decision about a pupil's ability to access an assessment, for example if a child has:

- a physical or sensory disability (e.g. a visual impairment)
- spent lots of time in hospital towards the end of the Key Stage.
- has had an assessment which has identified a learning difficulty entitling them to extra time

Specific arrangements can be put in place to enable children to access the assessments. These are based primarily on typical classroom practice for children with particular needs (e.g. if a child uses a laptop for typing every day in class, this (or access to a keyboard- should be available for the assessment). Detailed information about each access arrangement and how it can be used is available on the DfE's website at www.education.gov.uk/ks2.

3.10 Supporting Parents

In order to achieve the best outcomes for pupils, parents/carers and the school need to work closely together. There are a variety of ways to communicate, including email, Zoom, VISO and informal learning conversations, formal Online Learning Conversations, or other occasions when parents are on site.

Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. They are invited to express their aspirations for their child.

Parents are kept informed about the support provided, and IEPs are shared for reference.

Once a plan of action has been agreed, parents are actively encouraged to support the programmes of learning at home. Suggestions for this are discussed both formally and informally and may be written on the IEP's.

The child's class teacher or tutor is available to discuss the child's progress or any concerns.

3.11 The role played by pupils

The school acknowledges the value of the pupil voice. All children in the school, including those with SEND, are encouraged to discuss things that help and hinder them from successful learning as part of the target setting process.

3.12 Non-teaching time support

Children with SEND are not discriminated against. All extra-curricular opportunities available for children without additional needs are available to those children with SEND.

Children with SEND should access all school visits and trips as learning opportunities. A review of each visit/trip is conducted beforehand to ensure we have everything in place to make it a success (e.g. some children with SEND may find periods of walking difficult or find new environments upsetting); and we adjust our plans to meet their individual needs.

3.13 Admission Arrangements

Children entering St Andrew's School will complete a range of assessment tasks. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The school expects all SEND and professional reports to be declared on entry and provided prior to starting school.

Applications involving previous special education documentation must be forwarded to the relevant LSC teacher by Admissions. Should concerns be raised by Admissions testing, the file must be forwarded to the Deputy Head Academic who will review this with the SENDCO and, along with the Head, make the final decision on a student's enrolment.

Students enrolling in St Andrew's with a current Individualised Education Programme/Plan (IEP) from a previous school may be eligible for admission and placement in LSC, given that their characteristics are consistent with St Andrew's eligibility criteria.

Criteria for Eligibility to St Andrew's School

The decision to accept a student with specific learning needs into St Andrew's will be guided by the following criteria:

1. A delay of no more than 2 years as reflected in achievement testing.
2. Social-emotional behaviours that are not significantly impeding academic performance based on documentation.
3. A discrepancy of not more than 2 standard deviations within any of the cognitive sub-tests.
4. A Full-Scale Intelligence Quotient of not less than 85 as reflected by psycho-educational testing carried out within the past two years.

3.14 Transition Arrangements

A pupil transferring to St Andrew's Senior School with SEND will meet with the SENDCo for the Senior School and in consultation with the pupil, parents and teachers develop a 'moving up' plan to ensure a smooth transition.