



St Andrew's School, Turi

**Special Educational Needs and Disabilities (SEND)
Policy
(Senior School)**

Compiled by:	Head of LSC
Approved by:	Deputy Head Academic [SS]
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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 meet each student's individual needs, following the guidelines of the SEND Code of Practice, 0-25 Years (2015).

To this end, it will:

- identify at the earliest opportunity any student who may have SEND;
- provide for students using the graduated approach, defined in the Code of Practice for SEND
- provide SEND Support to plan and implement appropriate Individual Student Target(s) (IST) ;
- ensure that all school staff are aware of each student's needs so that his/her needs may be met
- provide pastoral care and support for the students with SEND, so that they may develop in all areas and build a strong sense of self- esteem;
- treat SEN information confidentially, restricting access to those without legitimate need to know;
- conduct regular reviews of the student's progress, both with regard to SEND and to their general development;
- make any changes to the IST in light of each successive review;
- maintain close links with parents/carers, including involvement in:
 - the initial assessment procedures

- o regular reviews of the student's progress;
- seek and take into account, according to age, maturity and capability, the views of the student with SEND;
- endeavour to ensure that each student with SEND progresses transitions to a suitable establishment at their next stage of education where his/her current needs will be communicated and continue to be met.

Definition

Students and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most students and young people of the same age. These students and young people may need extra or different help from that given to others.

A formal definition of Special Educational Needs (SEN) is given on page 15 of the Special Educational Needs and Disability Code of Practice 2015:

'A student 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.'

According to the code, *'a student has a learning difficulty if they have:*

- *a significantly greater difficulty in learning than the majority of their peers of the same age, or*
- *a disability that prevents or hinders them from making use of the facilities generally provided for their peers (this includes difficulties in accessing the curriculum)' (DfE, 2015).*

The Equality Act 2010 defines disability as *'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'* (Stationery Office, 2010). Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the Equality Act and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the *SEND Code of Practice, DfES 2015*, the school accepts that a medical diagnosis may mean that a student is disabled but is not necessarily SEN. The School will always consider the student's educational needs rather than a medical diagnosis or disability.

In the Kenyan Special Needs Education (SNE) policy framework, SNE is defined as *'purposeful interventions designed to prevent, eliminate, and overcome obstacles that might hinder a child with disabilities from learning and fully participating in school and society'* (Gov.ke, 2009).

The Reasonable Adjustments duty is owed to disabled students as defined in the Equality Act 2010 and is practiced by St Andrew's School. Further details can be found in the School's Reasonable Adjustment Policy and Accessibility Plan.

A student 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. See EAL policy.

Students with SEND admitted to St Andrew's School could have difficulties with one or more of:

- Cognition and Learning;
- Communication and Interaction;

- Behaviour, Emotional and Social development;
- Sensory and/or Physical development.

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 both the Head of the Senior School and the Head of the Preparatory School either separately or jointly depending on the context; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; '**SENCO**' 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 educational guardians.

Legal and regulatory framework

This policy takes account of all relevant legislation. In particular, it is based on:

- The Education Act 2011;
- The SEND Code of Practice (January 2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Students and Families Act 2014 and associated regulations and applies to England;
- The Equality Act 2010;
- 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) standards in the Framework for ISI Inspection in accordance with the British Schools Overseas accreditation scheme endorsed by the UK government (2025);
- Legal duties and Policies, as applicable within Kenya, including the SNE Policy, 2009 (to include updates, 2018) and Data Protection laws.

Review

This policy will be subject to annual review by the Head of the Learning Success Centre (LSC)/SENCO.

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:

- The necessary provision is made for students with SEND;
- The key responsibilities of the SENCO are clearly defined and the effectiveness of the SENCO in undertaking those responsibilities is monitored;
- All staff are aware of the importance of identifying and making provision for students with SEND;
- Parents are notified of a decision by the School that SEND provision is being made for their child;

- Students with SEND participate in school activities alongside their peers, as far as is reasonably practical;
- All staff are aware of the School's SEND policy and work effectively with students with SEND;
- All staff take into account the SEN Code of Practice when carrying out their duties;
- They familiarize themselves with the entire contents of the JCQ Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and reasonable adjustments document, and to keep abreast of any annual changes;
- In the absence of the SENCO, meet with the exam inspector(s) and address and queries or questions he/she may raise, as well as providing evidence of Access Arrangement needs as required;
- They support the SENCO in determining and implementing appropriate access arrangements.

The SENCO

The SENCO ensures that:

- The coordination of the day-to-day provision of education for students with SEND at the school is effective;
- Students with SEND are placed on the SEND Register and relevant information is communicated to all staff;
- All staff have access to training on teaching of students with SEND;
- Key SEND information is disseminated to ensure staff are cognizant of every student's needs;
- Parents of LSC students who have been assessed as having SEND are contacted as soon as is reasonably practicable;
- Assessment results for non-LSC students requiring further support are shared with teachers and communicated to parents;
- Assessment of SEND is made as soon as possible following concerns being raised;
- The effectiveness of SEND provision for each student is monitored;
- Records of the student's SEND, and the SEND provision made to meet their needs, are maintained and kept up to date;
- Liaison is made with, and providing information to, a parent of an LSC student through review meetings where individual student's targets (IST) are formally set;
- When a student transfers to another school or educational institution, relevant SEND information and EAA accommodations are shared where possible;
- The student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities is promoted (See DAP);
- Selection, supervision and training of Learning Support Assistant(s) who work with students who have SEND and other teachers in the SEND department is effective;
- Liaison with external agencies, including educational psychology services, medical and social services and voluntary bodies is carried out when necessary;
- Teachers are able to access support about methods of adaptive teaching and scaffolding appropriate for individual students with SEND, including the student's Pupil Passport if they are in LSC;
- Suitable exam access arrangements are made;
- The Exams Officer is supported to ensure proper implementation of EAA in exams;
- Parents and students are clearly informed of all EAA provisions and support provided as needed.

3. Principles

There are 13 main principles on which this policy is based:

1. Adopting good practice

2. Identification and Assessment
3. SEND provision
4. Procedures used by the school for working with SEND students
5. Staffing arrangements
6. Facilities
7. Admission arrangements
8. Resources
9. Monitoring, evaluation and review
10. Exam Access Arrangements
11. In-Service Training
12. Role of parents
13. Role of students

3.1. Adopting good practice

Heads of Department are responsible for ensuring that the needs of students with SEND are met in their subjects. High-quality teaching using adaptive strategies for SEND students is the responsibility of all staff.

To meet these responsibilities, all staff will:

- Provide excellent classroom teaching;
- Be familiar with the SEND students on the SEN register, particularly those they teach;
- Collaborate with the LSC department to discuss individual student support;
- Set high expectations for all students;
- Seek support from the SENCO if a student requires extra help to make progress;
- Set clear targets for students to help them know what they need to do next and when they have achieved it;
- Refer students to the LSC for further assessment if in-class interventions do not show expected progress;
- Provide essential feedback through the LSC referral process to identify learning barriers;
- Attend Continual Professional Development (CPD) that focuses on strategies to support SEND students;
- Understand that the school follows a graduated approach to identifying, assessing, and providing for SEND students;
- Adapt teaching to meet the needs of individual learners;
- Use the information provided by the SENCO (e.g., Ed-Admin, Pupil Passport, IST, and assessment feedback) to inform their teaching;
- Document students' *normal way of working* and detail adjustments made in class for students who may need exam access arrangements.

Additional support is available through the LSC for students with specific learning barriers that cannot be addressed through quality teaching alone.

3.2. Identification and Assessment

- The Senior School SENCO meets with Prep School LSC staff to discuss students transitioning from Year 8 to Senior School.
- The SENCO attends Year 8 transition meetings, provides input for Year 9 provision plans, and meets with students during Year 8 Taster Days and Prep School LSC lessons.

- SEND staff collaborate to identify and plan support for students with SEND, creating ISTs in line with the Graduated Approach.
- All students undergo a literacy screener assessment on entry to Senior School (typically in the first week of Year 9).
- Teachers and support staff identify students needing additional support based on their day-to-day interactions, followed by a referral form if needed.
- Parents are encouraged to contact the SENCO/LSC if they are concerned about their child's academic progress.
- At the start of an academic year, Pupil Passports, IST forms, and transition EAA accommodations are shared with all academic staff. Key SEN information is also placed on Ed-Admin.
- After assessments, results and recommendations are shared with teaching staff and tutors.

3.3. SEND provision

At St Andrew's School, all teachers are responsible for supporting students with SEND. Staff receive in-service training to identify and support students who require additional or different approaches to the standard curriculum. The school provides Learning Success Centres (LSC) in both the Prep and Senior Schools, where some students may receive additional support.

Support focuses on:

- Numeracy
- Literacy
- General support (memory, fine motor skills, organization, time management)
- Sensory and/or physical needs
- Communication and interaction difficulties
- Behavioural, emotional, and social difficulties (see PSHE & RSE Policies)
- Access arrangements

In Year 9, some students study one less modern foreign language and attend the LSC for two lessons per fortnight. In Years 10 and 11, some students take one less IGCSE and attend the LSC for three lessons per week.

3.4. Procedures used by the school for working with SEND students

- 3.4.1. The school follows the SEND Code of Practice (2015), using a graduated response for interventions. Students are flagged on Ed-Admin according to the severity of their needs (monitor only, mild, moderate, or severe).
- 3.4.2. Once it is identified that a student may have SEND, the SENCO discusses appropriate support with parents, detailing provision and how progress will be monitored.
- 3.4.3. After identification, interventions may include further assessments, adaptive curriculum materials, or additional teaching support, either in class or through withdrawal.
- 3.4.4. If a student does not make adequate progress despite interventions, and with parental agreement, the school may seek advice from external support services.

- 3.4.5. Interventions and strategies are recorded in Individual Student Target (IST) forms. These documents are shared with teachers, tutors, and parents to ensure a collaborative approach.
- 3.4.6. Each IST focuses on up to two key targets for the student, tailored to their needs. Success criteria and student outcomes are also recorded.
- 3.4.7. ISTs are reviewed twice a year with input from the student, teachers, parents, and the LSC teacher.

In accordance with the SEND Code of Practice 0-25 years (January 2015), the LSC employs the four key actions of **Assess – Plan – Do - Review**.

3.5. Staffing arrangements

The SEND provision is supported by the SENCO, a specialist SEN Teacher, and a Learning Support Assistant (LSA). LSAs provide in-class support as requested by subject teachers.

All staff are responsible for understanding the needs of SEND students and working collaboratively on ISTs and Pupil Passports.

3.6. Facilities

The Learning Success Centre (LSC) provides designated spaces for SEND support, including two classrooms, an office/testing room, and a computer area. These are equipped with appropriate IT and teaching resources.

3.7. Admission arrangements

The school's admissions policy applies to all students, including those with SEND.

3.8. Resources

- Specialist software is available for both in-school and home use;
- Staff deployment is based on student needs;
- Prep support is available from house staff, with additional LSC prep support available once a week for students with identified needs;
- The SENCO holds graduate qualifications in educational provision for students with special needs and in assessing learning needs and has completed the CPT3A and ISENCO qualifications.

3.9. Monitoring, evaluation and review

- Provision is reviewed every 3-6 months, with regular monitoring of academic progress each term and after public examinations.
- Teachers provide feedback to assess whether students are making appropriate progress. External assessor feedback is also considered.
- After each review, decisions are made regarding the next steps, which may include revising interventions, setting new targets, or changing the type of support.

- If a student in Year 9 is meeting grade-level expectations, they may be considered for exit from the SEN support program, with progress monitored by the SENCO for six months.

3.10. Exam Access Arrangements (EAA)

St Andrew's School identifies when a student has significant difficulties accessing exams due to SEND. The SENCO makes the final decision regarding EAA eligibility.

Specific arrangements can be put in place to enable students to access exams. These are based primarily on the student's *normal way of working* (e.g. if a student uses a laptop for typing in all English lessons and tests, then access to a word processor should be available for all English exams). Detailed information about each access arrangement and how it can be used is available on JCOs website.

The SENCO ensures all formal EAA paperwork is completed, and collects evidence from subject teachers in accordance with CIE and JCQ requirements. EAA applications are processed online by the SENCO by the set deadlines, and comprehensive files are kept for inspection.

LSC and the Exams Team work with teachers to ensure EAA provision aligns with students' *normal ways of working*. Parents and students are informed of the arrangements. Parents are also invited for informal consultations as VISO as appropriate. This information is also shared on the Parent Portal.

3.11. CPD and Training

A programme of CPD for all staff is available through insets delivered by LSC, external specialists, and through Educare.

3.12. Role of Parents

Parents play a key role in decisions regarding SEND provision. The school recognises their valuable input in supporting behavior and learning.

- LSC staff attend online consultations with parents.
- Parents are encouraged to contact the LSC with any concerns.
- Parents are kept informed about the support provided, and ISTs are shared for reference.
- Annual review meetings are held for students receiving dedicated LSC support, in line with the Graduated Approach.

3.13. The role played by students

The school values student input. Students with SEND are encouraged to participate in the target-setting process, sharing what helps or hinders their learning. This input is included in their IST and/or Pupil Passport.

4. Assessment Services

St Andrew's Senior School is able to arrange basic educational diagnostic assessments and exam access assessments on site by the SENCO.

Assessments offered include:

- Cognitive – Verbal, Non-verbal, Spatial, Visual;
- Achievement & Attainment;
- Social Emotional;
- Attention and Concentration;
- Executive Functioning (Organization, Planning, etc.);
- Memory & Processing;
- Neuro-processes (visual and motor);
- Exam Access Arrangements.

Once an assessment is complete, results are shared with tutors, who may then share with parents, and teachers. Students are admitted into LSC based on the results of the assessment and EAA are processed as required.

5. Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the School's Complaints Procedure Policy.

Compiled by: Head of Learning Success
Reviewed by: Head [Senior]
Date of review: June 2025
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Signed: _____

Date: _____