



SEND and Learning Support Policy

October 2026

1. Introduction and Purpose

Saint John's College School is committed to providing an inclusive education in which every pupil is valued, supported and enabled to achieve their potential.

The school recognises its responsibilities under the Equality Act 2010 and the relevant provisions of the Children and Families Act 2014. The school's approach to identifying and supporting pupils with special educational needs and disabilities (SEND) is informed by the principles and graduated approach set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

The school also has regard to the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework in relation to children in the EYFS. The School's Disability Policy and Accessibility Plan set out the school's wider approach to disability, equality and accessibility and are available to parents and carers on request.

This policy applies to all pupils in the school, including children within the Early Years Foundation Stage.

2. Disability and SEND

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The Act provides protection against discrimination and places a duty on schools to make reasonable adjustments for disabled pupils where required.

The school recognises that SEND and disability are not synonymous. A pupil may have special educational needs without meeting the legal definition of disability, and a pupil who is disabled may not necessarily have special educational needs.

This policy sets out the school's approach to identifying and supporting pupils who experience barriers to learning or require additional provision to access the curriculum and participate fully in school life. This may include pupils with identified learning difficulties, SEND, disabilities or other individual needs. The school is committed to providing appropriate support, adaptations and reasonable adjustments to reduce barriers to learning and enable pupils to participate, develop independence and make progress.

3. Principles of Learning Support

The school promotes an inclusive, whole-school approach to learning support. Responsibility for meeting the needs of pupils is shared across the school, with teachers playing a central role in identifying barriers to learning and providing appropriate classroom support.

Learning Support is not provided through a separate unit. Specialist Learning Support staff work collaboratively with class and subject teachers to promote early identification, effective provision and ongoing monitoring of individual needs. The school recognises that SEND can occur across the full range of academic ability. Pupils who are high attaining or academically able may also have additional needs which require specialist support.

The school aims to:

- identify additional needs as early as possible;
- understand each pupil's individual strengths, needs and barriers to learning;
- provide appropriate support through a graduated approach;
- promote high-quality, inclusive teaching;
- make appropriate adaptations and reasonable adjustments;
- work in partnership with pupils, parents and carers;
- involve relevant external professionals where appropriate;
- monitor the effectiveness of provision and review it regularly;
- promote pupils' independence, wellbeing, confidence and self-esteem; and
- support pupils to achieve their potential and participate fully in school life.

4. Identification and the Graduated Approach

The school recognises that special educational needs may become apparent at any stage of a pupil's education and may arise from a range of factors.

Identification may be informed by:

- classroom observation and teacher assessment;
- information provided by parents or carers;
- information from previous educational settings;
- screening or internal assessment;
- external professional reports;
- pupil voice and self-identification;
- monitoring of progress, attainment and participation; and
- consideration of social, emotional, communication, sensory or physical factors which may affect access to learning.

The school uses a graduated approach to identifying and responding to additional needs. Provision is reviewed regularly and adapted in response to the pupil's needs, progress and changing circumstances.

The graduated approach may involve: **Assess** – gathering information from the pupil, parents or carers, teachers and, where appropriate, external professionals. **Plan** – identifying appropriate outcomes, strategies, adaptations and provision. **Do** – implementing the agreed provision and strategies consistently. **Review** – evaluating the impact of the provision and determining appropriate next steps.

Where appropriate, pupils may be placed on the School's SEND register or other internal monitoring systems in accordance with the school's identification and referral procedures. Placement on the SEND register is not dependent upon a formal diagnosis and is reviewed according to the pupil's individual circumstances and provision required.

5. Universal Provision

High-quality, inclusive teaching is the first response to pupils who may experience barriers to learning. Teachers are expected to adapt their teaching and learning approaches where appropriate to enable pupils to access the curriculum.

Reasonable adjustments and classroom adaptations may include, for example:

- adapting the presentation of information;
- providing additional processing time;
- reducing unnecessary written demands;
- using visual or organisational supports;
- providing appropriate assistive technology;
- adapting the learning environment;
- providing structured opportunities for movement or regulation; and
- providing additional explanation, modelling or scaffolding.

The school provides staff with relevant information, guidance and training to support their understanding of pupils' individual needs and to inform effective classroom practice. Where appropriate, individual targets, strategies and relevant information are shared with staff who work with the pupil. Information is reviewed regularly to ensure that provision remains appropriate and proportionate.

6. Specific and Targeted Areas of Special Educational Need

The school's provision is informed by the four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction** – supporting pupils with speech, language and communication needs, including social communication and interaction.
- **Cognition and Learning** – supporting pupils with learning difficulties, including literacy, numeracy, specific learning difficulties and associated barriers to accessing the curriculum.
- **Social, Emotional and Mental Health** – supporting pupils to develop emotional regulation, resilience, confidence and positive approaches to learning.
- **Sensory and/or Physical Needs** – supporting pupils whose sensory or physical needs affect their access to learning, participation or independence.

Pupils may have needs across more than one area, and provision is determined according to the individual pupil rather than solely by reference to a category of need.

7. Learning Support Provision

Learning Support provision is tailored to the individual needs of pupils and may include:

- individual or small-group support;
- targeted interventions;
- in-class support;
- adaptations to teaching and learning;
- support with organisation, study skills or independence;
- appropriate assistive technology;
- access to designated spaces or resources to support regulation and engagement; and
- liaison with parents, carers and external professionals.

Provision is reviewed through the graduated approach and may be increased, reduced or otherwise adapted according to the pupil's progress, needs and circumstances. Learning Support sessions may be timetabled at different points during the school day, including before school, during part of lunchtime or within designated timetable slots. In arranging sessions, the school will seek to balance the pupil's identified needs with access to the wider curriculum and school experience.

8. Pupil Voice, Wellbeing and Independence

The school recognises the importance of involving pupils in decisions about their education and support in an age- and developmentally appropriate manner. Pupils are encouraged to develop an understanding of their strengths, areas for development and the strategies that help them to learn effectively.

Support is provided sensitively and in a way that promotes confidence, independence, self-advocacy and a positive attitude towards learning. The school seeks to ensure that pupils feel valued, understood and able to discuss barriers to learning and the support they may require.

9. Partnership with Parents and Carers

The school recognises the importance of working in partnership with parents and carers. Where concerns arise regarding a pupil's learning or development, parents and carers will be informed as appropriate in line with our Learning Support Identification process. They will be involved, where appropriate, in assessment, planning, review of progress and decisions regarding provision and next steps.

Communication may take place through meetings, written communication and other appropriate channels.

Parents and carers are signposted to the *SJCS Learning Support and Special Educational Needs (SEND) Parent Guide*, which provides further information about the school's approach and provision.

10. External Professionals and Specialist Services

Where appropriate, the school works collaboratively with external professionals and specialist services. These may include Educational Psychologists, Speech and Language Therapists, Dyslexia Assessors, Occupational Therapists, health professionals and other relevant practitioners.

Where an external referral is considered appropriate, this will be discussed with parents or carers in advance and undertaken in accordance with the relevant professional, statutory and safeguarding requirements. Information and recommendations arising from external assessments will be considered alongside the school's own observations and assessments and, where appropriate, used to inform teaching, support and provision.

Information will be shared with relevant staff and professionals on a need-to-know basis and in accordance with the school's confidentiality, safeguarding and data protection procedures.

11. Assessment

The Head of Learning Support coordinates appropriate internal and external assessments where these are considered necessary to inform a pupil's learning, support needs or access to assessment.

Internal assessments may be undertaken by appropriately qualified specialist assessors within the school as part of the school's ongoing assessment and graduated approach. There is no additional charge to parents or carers for internal assessments undertaken by the school.

Assessment does not necessarily require a formal diagnosis. The school considers the available evidence when determining appropriate provision.

Where appropriate, the Head of Learning Support will work collaboratively with the Pastoral Head and other relevant professionals to identify children and families who may benefit from additional support. With the necessary consent, and where appropriate, referrals may be made to Family Help and/or relevant NHS or Local Authority services. On occasion an external referral may be considered appropriate as outlined in Section 10.

Arrangements for the assessment of prospective pupils, including any associated costs, are set out in the School's Admissions Policy.

12. Reasonable Adjustments and Access Arrangements

The school will consider appropriate reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. Where appropriate, adjustments or assistive technology may be used to reduce barriers to learning and assessment. Where a pupil uses a laptop or other assistive technology as part of their normal way of working, this will be considered when planning appropriate support.

Where formal examination access arrangements are required, the school will follow the current requirements and guidance issued by the relevant awarding bodies, including the Joint Council for Qualifications (JCQ), where applicable. Arrangements are considered on an individual basis and are subject to the relevant eligibility, evidence and normal-way-of-working requirements.

Where appropriate, the school will liaise with a pupil's future school or other educational setting to support continuity of provision and the appropriate transfer of relevant information.

13. Early Years Foundation Stage Provision

The school is committed to the early identification of children who may have additional needs and to providing appropriate support as part of its inclusive EYFS provision.

The Byron House Learning Support Coordinator/SENCO works closely with EYFS staff to identify emerging needs, monitor children's development and consider appropriate strategies and adjustments to support learning, development and participation.

The school has arrangements in place to support children with SEND in accordance with the EYFS Statutory Framework. Where a child is identified as requiring additional support, provision is planned, implemented and reviewed through an appropriate graduated approach. Strategies and adjustments are informed by ongoing observation and assessment and are reviewed regularly to consider their effectiveness and the child's progress.

The school works in partnership with parents and carers throughout this process, sharing relevant information and strategies and involving them in discussions about their child's support. Where it is appropriate to seek advice or assessment from external professionals or specialist services, this will be discussed with parents or carers and undertaken in accordance with relevant statutory guidance and procedures.

14. Education, Health and Care Needs Assessments and Plans

Where, despite appropriate provision and support through the School's graduated approach, it is considered that a child may require special educational provision beyond that which can reasonably be provided through the School's ordinarily available provision, the School may, in consultation with the child and their parents or carers where appropriate, request that the relevant Local Authority considers whether an Education, Health and Care (EHC) needs assessment is necessary.

Any request for an EHC needs assessment will be supported by appropriate evidence and information regarding the child's needs, provision already implemented, progress and the outcomes being sought. The school will work collaboratively with the child, parents or carers, the Local Authority and relevant education, health and social care professionals throughout the assessment process.

The decision as to whether an EHC needs assessment is undertaken, and whether an EHC plan is subsequently issued, rests with the relevant Local Authority in accordance with the statutory framework.

Where an EHC plan is maintained in respect of a pupil at the School, the School will contribute to its implementation, monitoring and review and will cooperate with the Local Authority and other relevant agencies as required.

Where a child with an EHC plan is seeking admission to the School, the School will consider the child's individual needs, the provision specified in the EHC plan, the school's ability to meet those needs and the relevant statutory framework. Admissions decisions will be made in accordance with the School's Admissions Policy, Disability Policy and applicable legislation.

15. Roles and Responsibilities

The *Head of Learning Support* has responsibility for coordinating the School's Learning Support provision and for overseeing the identification, assessment, planning, implementation and review of support for pupils with additional needs.

The Head of Learning Support works collaboratively with the Pastoral Head, Heads of Department, teachers, tutors, EYFS staff and other relevant colleagues to promote effective provision.

Teachers, Teaching Assistants, Learning Support Assistants and other staff are responsible for knowing and implementing relevant strategies and reasonable adjustments for pupils they teach or support and for raising concerns where a pupil may be experiencing barriers to learning.

Parents and carers are encouraged to share relevant information about their child and to work collaboratively with the school in identifying appropriate support.

Pupils are encouraged, where appropriate to their age and development, to participate in decisions about their learning and support.

16. Staff Training and Professional Development

The school recognises the importance of staff understanding SEND and inclusive practice. Relevant information, guidance and training are provided to staff according to the needs of the school and its pupils. The Learning Support Department provides specialist advice and support to colleagues and contributes to whole-school professional development where appropriate.

17. Monitoring and Review

The effectiveness of Learning Support provision is monitored through assessment, observation, pupil progress, review of individual provision and feedback from pupils, parents, carers and staff. Provision is reviewed regularly and adapted where necessary to ensure that it remains appropriate to the pupil's identified needs.

This policy will be reviewed regularly and updated to reflect changes in legislation, statutory guidance and School practice.