

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### STATUS AND AVAILABILITY

This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

This policy applies equally to day students and boarding students, including during evenings, weekends, overnight supervision, residential routines and any period when students are in the lawful charge and control of the College, whether on or off site.

### SCOPE

All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

This includes, but is not limited to, teaching staff, boarding staff, residential supervisors, night staff, weekend staff, on-call staff, contractors, volunteers and external professionals who may work with or have contact with students in academic, pastoral, medical, safeguarding or residential contexts.

### LEGAL STATUS

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

This policy has regard to, and is informed by, the following statutory guidance and frameworks, where applicable:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The Equality Act 2010
- The SEND Code of Practice (0–25) (as best practice)
- The National Minimum Standards for Boarding Schools

### MONITORING AND REVIEW

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Monitoring includes the effectiveness of SEND provision across day and boarding settings, including identification, reasonable adjustments, safeguarding of vulnerable students, staff training and compliance with statutory duties.

Reviewed: January 2026  
Next Review: January 2027

Signed

David Game  
Founder & Proprietor

John Dalton  
Principal

## **COLLEGE VISION FOR STUDENTS WITH SEND**

David Game College has a positive vision for students with Special Educational Needs and Disabilities (SEND), which is linked to the common values that unite the College:

- Self-belief
- Endeavour and resilience
- Tolerance and respect for others
- Ambition
- Not being limited or defined by the past

Our positive vision has also been influenced by the ideals of neurodiversity. We believe that variations in the human brain, regarding learning, sociability, attention, mood and other mental functions, should be recognised and respected.

While making 'reasonable adjustments' (embedded in the 2010 Equality Act) to help our students with SEND overcome difficulties, we also value the importance of promoting strengths.

Influenced by the 2015 SEND Code of Practice, we have high expectations for our students with SEND.

This vision applies equally to students who are boarders, recognising that boarding environments may require additional pastoral, emotional, medical and environmental support to ensure equality of access, safety, wellbeing and independence.

## **AIMS AND OBJECTIVES**

The aims of this policy are:

- to ensure that the special educational needs of students are identified, assessed and provided for;
- to create an environment that meets the special educational needs of each student;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for students' special educational needs;
- to ensure all students to have full access to all elements of the College curriculum;
- to ensure that parents are supported and able to play their part in supporting their child's education;
- to ensure that our students have a voice in the process and
- to ensure that any vulnerable students and their parents know how to make a complaint if the need arises.

These aims support the College's duties under the Independent School Standards Regulations, including standards relating to welfare, health and safety, safeguarding and equality.

## **TRANSITION, AGE RANGE AND CONTEXT**

It is important for David Game College to provide a supportive environment for all young people and that those with SEND make a successful transition to higher education given that our age range is from 14-22 years of age.

Owing to this age range, many students with SEND come to the College with an existing EHCP (Educational and Health Care Plan) or a documented history of SEN Support from their previous setting.

The College takes many students from various countries, where equivalent provision may not exist, so the College must be alert to any needs.

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

This is further complicated by students not learning in their native language, therefore dyslexia and other SEND issues combined with EAL (English as an additional language) increase the complexity of identification.

If an international student comes with a translated in-country report this forms part of the evidence for a SEND assessment. However, the College often recommends that the student is independently assessed by a registered psychologist.

This policy should also be read in conjunction with the SEND Information Report as well as the Admissions policy and the College complaints procedure.

Transition planning includes adjustment to boarding life, residential routines, independence skills and pastoral support, where applicable.

## **DEFINITIONS**

For the purposes of this policy:

- SEND refers to Special Educational Needs and Disability, as defined under the Children and Families Act 2014 and Equality Act 2010.
- SEN refers to Special Educational Needs requiring additional or different provision from that made generally for others of the same age.
- Disability has the meaning set out in the Equality Act 2010, namely a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- EHCP means an Education, Health and Care Plan issued by a Local Authority.
- SEN Support refers to additional provision provided by the College where a student does not have an EHCP.
- Monitoring refers to students whose progress is being observed due to emerging or temporary needs.
- Boarding Provision includes all residential accommodation, routines, supervision and pastoral care provided by the College outside the academic day.
- College means David Game College, inclusive of boarding provision and all activities under the lawful charge and control of the College.
- Parents includes carers, guardians and adults acting in loco parentis

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

A child or young person may have a special educational need or disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty can be defined as the following:

- a significantly greater difficulty in learning than the majority of others the same age;
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children and young people must not be regarded as having a difficulty solely because the language of their home is different from the language in which they will be taught.

Many young people who have SEN may have a disability under the Equality Act (2010) – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

For boarding students, SEND may impact not only learning but also daily living skills, emotional regulation, sleep routines, independence, social interaction and wellbeing within a residential setting. These needs are considered as part of SEND identification and provision.

## **RESPONSIBILITIES OF THE COLLEGE RELATING TO SEND**

This SEND policy details how David Game College (“the College”) will do its best to ensure that the necessary adjustment and access arrangements should be considered as part of the SEND planning and review for any students who have special educational needs and these needs are made known to all who are likely to teach them.

The College will use its best endeavours to ensure that teachers are able to identify and provide for those students who have special educational needs and to allow students with special educational needs to join in with the activities of the College together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

The College has been influenced by the current SEND Code of Practice when carrying out its duties toward all students with special educational needs and will ensure that parents are notified of a decision by the College that SEND provision is being made for their child.

This responsibility extends to boarding provision, ensuring that reasonable adjustments, safeguarding arrangements and welfare support are in place during evenings, weekends, overnight supervision and residential routines.

## **QUALITY OF TEACHING AND PROFESSIONAL DEVELOPMENT**

The quality of teaching for students with SEN and the progress they make will form a core part of the College’s overall professional development of teachers.

Once a potential special educational need is identified the student will be added to the SEND Register or to the MONITORING list, depending on the history of need.

Monitoring will involve observation and a collaborative approach will be used to put effective support in place.

Where a student is still not making suitable progress a specific intervention will be required that may involve a specialist.

## **BOARDING STAFF AWARENESS**

Relevant information relating to SEND needs will also be shared, on a need-to-know basis, with boarding and residential staff to ensure consistency of support and safeguarding outside the academic day.

## **PARTNERSHIP WITH PARENTS**

Partnership with parents play a key role in enabling students with special education needs achieve their potential.

The College recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student’s needs and the best ways of supporting them.

All parents of students with special educational needs will be treated as partners and supported to play an active valued role in their children’s education.

Parents also have the right to request that the College be named on their EHC plan, if we can meet the student’s needs.

For boarding students, parents will be kept informed of residential adjustments, welfare support and any SEND-related concerns arising during boarding hours.

## **GUIDING PRINCIPLES**

At David Game College we strongly believe and commit to the following principles:

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

- Teachers should set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- All teachers and staff should be committed to the necessary and appropriate provision of the full curriculum to each student through understanding the principles of differentiated teaching.
- All students should have the opportunity to learn and participate in every area of College life and its community without regard to race, gender, sexual orientation, educational ability or physical disability; in this sense, we are fully committed to the Equality Act 2010.
- Identification and assessment procedures should be culturally neutral and care should be taken during assessment of the student's home, language, culture and community.
- All teachers are teachers of SEND.
- All our students can learn and make progress regardless of their different rates of acquiring, assimilating and communicating information.
- A differentiated curriculum is not SEND provision – differentiated learning opportunities should be given to all students, planned in order to develop a student's understanding through the use of all their senses and through varied experiences.
- Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- Where students are helped to manage their behaviour /emotions and to take part in learning effectively, consistently and safely.

These principles apply equally to academic, pastoral and residential contexts, recognising that learning, wellbeing and independence are interconnected for boarding students.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Provision for students with special educational needs is a matter for the College as a whole.

The College's Co-Principals, the Head of GCSE, Head of A-Levels and the SENCo and all other members of staff have important responsibilities in terms of SEN provision.

As a rule, all teachers are teachers of students with special educational needs.

Teaching such students is a whole-college responsibility, requiring a whole-college response.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

The majority of students will learn and progress within these arrangements.

However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

For boarding students, enhanced provision may include pastoral adjustments, environmental modifications, structured routines, additional supervision or emotional support, alongside academic provision.

## **PROVISION FOR SEND AT DAVID GAME COLLEGE**

Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from specialist staff.

It is the responsibility and duty of the college to provide high quality teaching, differentiated for individual students, and the latter is the first step in responding to a student who may have SEN.

Our SENCo has an MSc in the Psychology of Education, a Level 7 Certificate in 'Psychometric Testing, Assessment and Access Arrangements' (CPT3A), and has recently completed the National Award for SEN Coordination (NASENCo).

Using her experience and up-to-date knowledge, the SENCo works closely with key staff and all teachers in the College to ensure an integrated and holistic approach.

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

It is important to ensure that the College communicates clearly with parents and students about our complaints procedure and who they should contact if they have a complaint.

The person to whom any complaint should be directed is Nedaa Belal, Head of GCSE, and Alan Kelly, Head of A-level.

SEND provision operates within the College's safeguarding framework, recognising that students with SEND may be more vulnerable and may require additional protective measures.

## **EARLY IDENTIFICATION**

Assessment is a continuing process that can identify students who may have special educational needs.

The teacher, personal tutor and SENCo must work together closely to consider all information gathered from within the College about a student's progress, alongside national and other relevant data.

Any assessment must include both the student and their parents or guardian and trying to work out agreed outcomes for the student's next steps.

The College will measure students' progress by referring to:

- any previous information provided by previous schools or colleges;
- evidence from teachers' observation and assessment;
- standardised screening or assessment tools.

For boarding students, observations from boarding staff, residential supervisors and welfare staff may also inform identification and assessment.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

As mentioned, the identification and assessment of the special educational needs of young people whose first language is not English requires particular care.

Where there is uncertainty about an individual, the College will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

## **THE ROLE OF THE SENCO**

The appointed person for SEND is Anne Lewis ([senco@davidgamecollege.com](mailto:senco@davidgamecollege.com)).

In collaboration with other members of the Leadership Team; she plays a key role in helping determine the strategic development of the SEND policy and provision in the College to raise the achievement of students with SEND.

The key responsibilities of the SENCO may include the following:

- overseeing the day-to-day operation of the SEND policy at the College;
- liaising with, advising and guiding teachers and personal tutors, and the induction of new teachers;
- liaising with the Mental Health Lead and Counsellor with regards SEND students who are experiencing SEMH issues;
- strategic development of policies and practices;
- coordinating provision and managing responses to students with special educational needs;
- overseeing the records on all students with special educational needs;
- liaising with parents of students with special educational needs;
- contributing to the in-service training and development of staff;
- managing the range of resources, both human and material, to enable appropriate provision to be made for students with special educational needs;

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

- monitoring the movement of students with special educational needs within the SEND system;
- liaising with external agencies including the LA (Local Authority) and educational psychology services, health and social services and voluntary bodies;
- monitoring and evaluating the special educational needs provision and reporting to the Leadership Team.

The SENCo works collaboratively with boarding leadership and residential staff to ensure that SEND needs are met consistently across academic and residential settings

## **MONITORING PROGRESS, RECORD KEEPING AND REVIEW**

*(Applies to the Whole College, Including Boarding and Residential Provision)*

### **MONITORING STUDENT PROGRESS**

Teachers may conclude that the strategies they are currently using, as part of high quality teaching, are not resulting in a student learning as effectively as possible. In these circumstances they will consult the SENCO to consider what else might be done.

The starting point will always be a review of the strategies being used and the way in which these might be developed.

Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

Consideration should then be given to helping the student through a process influenced by the 'graduated approach' of the SEND Code of Practice.

The initial Assessment stage may involve in-depth interviews with all stakeholders, gathering external and internal evidence and the use of psychometric tests.

The Review stage will consider if adequate progress has been made since our initial Planning and Doing, which may have taken the form of trials of access arrangements and / or classroom strategies.

All students review their progress during a 1-1 session with their Personal Tutor after the Autumn and Spring reports.

The SENCo is a Personal Tutor for all GCSE, and many A-level students, on the SEND Register and Monitoring List.

Students on the SEND Register will have been given a SENCo Comment on their termly report.

The SENCo arranges additional check-ins with students on the SEND Register, and Monitoring list, throughout the academic year to monitor progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and their classmates;
- prevents the attainment gap growing wider;
- is similar to that of students starting from the same attainment baseline, but less than that of the majority peers;
- matches or betters the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the student's behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and/or employment.

For boarding students, progress monitoring may also take account of residential observations, including wellbeing,

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

independence, emotional regulation, peer interaction, sleep routines and engagement in boarding activities, where these factors impact learning or welfare.

## **RECORD KEEPING**

The College will record the steps taken to meet the students' individual needs and the SENCo will maintain records that will include:

- information from parents
- information from formative and summative assessment at the College
- feedback from individual teachers
- if available, an EHC plan
- reports from previous schools on academic progress
- any formal psychological reports
- students own perceptions of difficulties
- information from any other outside agencies

Records will be:

- accurate, factual and up to date;
- stored securely in line with data protection legislation;
- accessible to relevant staff on a need-to-know basis;
- retained in accordance with the College's retention schedule.

For boarding students, relevant SEND information will be shared with residential staff where necessary to support safeguarding, welfare and reasonable adjustments.

## **ADMISSION**

Admission to the College is by interview when candidates will be judged solely on their capacity to meet the College's admissions criteria.

The College's Admissions Policy specifies these.

No candidate will be refused admission solely as a result of his or her disability based on the demands of the Equality Act (2010).

If a candidate for admission is known to have some form of SEND, this should be indicated to the Admissions Secretary at the time of application.

Parents are also asked to provide evidence in the form of a psychologist's report or a medical report.

If a child has an EHCP, then parents should provide a copy to the College for formal consideration.

The SENCo, alongside other members of the Leadership Team, will review the required provision, before deciding if the College can meet the student's needs.

The College will take all reasonable steps to avoid putting a student at any disadvantage during the admissions process.

However, the College has to evaluate risks and given the geography of its site may be unsuitable for students with severe physical difficulties, even if some adaptations are made.

Similarly, the College may not have the expertise to assist with more complex learning difficulties.

Under such circumstances it will be reasonable to advise parents that the College is unsuitable.

At all times the College will adhere to the Equality Act 2010.

Where boarding is involved, the College will additionally assess whether reasonable adjustments can be made within residential accommodation, routines and supervision arrangements.

## **PROVISION**

Once at the College, the SEND policy sets out details of our provision.

David Game College works to enable our students with special educational needs to reach their full potential, to be included fully in the College community and to make the successful transition to adulthood.

For the majority of students with learning difficulties, a mainstream setting will meet all their special educational needs; they will make good progress in their studies, their needs being adequately addressed by normal differentiation; consequently, these students do not receive individual or group support.

Where differentiation in the class is insufficient to meet the needs of a student, the College provides support and assessment whereby increasingly specialist expertise is used to respond to a student's individual needs.

Some students may have been assessed prior to attending the College, or may be in the process of being assessed and/or may have been seen by an outside agency.

Specific difficulties will have been identified and they will receive individual or small group support inside or outside College.

Students are otherwise coping within a differentiated classroom setting and progress is clearly being made.

Provision may also include pastoral, emotional and residential support, ensuring that SEND students are safe, supported and able to thrive within the boarding environment.

## **POLICY AND PROCEDURES**

The College has a SEND Register.

The SEND Register includes the names of all students about whom concerns have been raised and whose progress is being monitored.

This is to ensure that these students' needs are kept under review and their inclusion informs teaching staff that their progress is, or has been, a cause of concern.

All support should be evidence-based.

Students are included on that list when the College has reliable evidence that they have additional learning needs.

The following paths to identification exist:

1. Educational Psychologist's report (EPR) or report from another suitably qualified professional, requested and submitted at time of registration at the College.

At this point, the student's name will be placed on the SEND Register if the student has been assessed as having a special need or is in the process of being assessed.

2. Statement of concern from one or more of a student's teachers.
3. Comment or statement of concern by parent.

Teachers and parents will then discuss to:

- explain areas of concern;
- explain action the College is to take;

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

- solicit support;
- open up a chain of communication;
- recommend sight and hearing tests if appropriate;
- set dates for review/monitor progress.

There will be an internal review of the position involving the Leadership Team, academic tutor and others as appropriate.

This will be reviewed at regular intervals until such time as the student is deemed not to need additional support.

For boarding students, residential staff may contribute to this review process where appropriate.

## **SUPPORT, ACCESS ARRANGEMENTS, BOARDING PROVISION AND STUDENT WELLBEING**

*(Applies to the Whole College, Including Boarding and Residential Provision)*

### **SUPPORT**

The College aims to offer a range of strategies, tailored to the individual needs of students with SEND, that will enable them to participate as fully as possible in a broad and balanced curriculum.

The College aims to provide a positive and supportive learning environment. This involves a number of features which are particularly appropriate to students with special educational needs, but from which all students will benefit:

- use of multi-sensory learning materials and teaching methods;
- teaching of study skills;
- appropriate use of ICT and assistive technology;
- one-to-one tuition or support where necessary;
- access to therapies;
- a clear role for parents and appropriate outside agencies;
- encouragement of independence and self-advocacy skills;
- students are encouraged to learn Touch Typing.

The College aims to support students with special educational needs so that they can cope in a mainstream classroom setting and can maintain good progress. Ultimately, the aim is to enable students with special educational needs to become, so far as is possible, independent learners.

The main features of support offered by the College are as follows:

- preparation and dissemination of the SEND Register giving a 'thumbnail' sketch of students' needs and provisions;
- individual student profiles for those classified as SEN Support;
- individual study support (e.g. peer mentors, teaching assistants, personal tutors);
- group support (e.g. study skills group, social group);
- trialling and reviewing 'normal ways of working';
- mental health and wellbeing support, including access to a qualified counsellor where appropriate.

The key aim is to inform teachers of the needs of individual SEND students, and to suggest means of supporting such students through appropriate strategies.

### **DIFFERENTIATION**

The College will share expertise in teaching methods in order to facilitate differentiation within the mainstream classroom, which will enhance the SEND student's learning and access to the curriculum.

This sharing is achieved both through informal advice given to individual teachers and through contributions made by specialists to the College's professional development of staff.

Individual or small group subject sessions may be given by suitably qualified staff to students who, despite implementation of classroom strategies for differentiation, still fail to make “adequate progress”, or to students whose needs are immediately on assessment considered to be such that extra lessons are necessary.

Smaller group sessions may be timetabled depending on cohort need.

Individual tuition sessions are paid for by the student at the appropriate rate and are individually tailored to the specific needs of the student(s) involved following consultation with parents.

## **ACADEMIC SKILLS SUPPORT**

The Academic Skills and Innovation Lead offers one-to-one and small group support for students in need of developing their academic skills.

The SENCo makes academic support referrals during one-to-one check-ins and tutorials.

All A-level students have an Academic Mentor and all GCSE students have a Personal Tutor offering individual academic and pastoral support.

## **ACCESS ARRANGEMENTS**

The Leadership Team, in conjunction with the SENCo and Examinations Officer, ensures that all necessary assessments for special examination arrangements are duly carried out and written up in accordance with the relevant regulations, including Joint Council for Qualifications (JCQ) requirements.

Access Arrangements guidelines are updated annually by the JCQ and the SENCo completes refresher training to ensure that the College is able to comply with the most up-to-date regulations.

A diagnosis of SEND does not automatically qualify a student for exam access arrangements. The College must compile a history of need and evidence of the student’s normal way of working.

Access arrangements may include, but are not limited to:

- supervised rest breaks;
- extra time (up to 25%);
- use of a word processor;
- a prompter or reader, where appropriate and permitted.

From September 2025, students are no longer required to sign a data protection form. In line with current JCQ guidance, candidates are verbally informed that an application for access arrangements will be processed online using Access Arrangements Online (AAO), in line with the UK GDPR/Data Protection Act 2018.

## **BOARDING PROVISION AND SEND**

Where students with SEND are boarders, the College recognises that additional consideration may be required in relation to residential routines, supervision, independence, emotional wellbeing and safeguarding.

Reasonable adjustments may be made within boarding provision to support students, including:

- adjustments to routines where necessary;
- enhanced communication between academic, pastoral and boarding staff;
- appropriate sharing of SEND information with boarding staff on a need-to-know basis;
- support with organisation, time management and emotional regulation outside the College day.

SEND support for boarders operates at all times when students are in the lawful charge and control of the College, including evenings, weekends and overnight supervision.

## **STUDENT WELLBEING AND MENTAL HEALTH**

The College recognises that SEND may impact on a student's emotional wellbeing, mental health and resilience.

Support may include:

- access to the Mental Health Lead;
- referral to the College counsellor;
- collaboration between the SENCo, pastoral staff, boarding staff and safeguarding team;
- referral to external agencies where appropriate.

Safeguarding concerns are managed in accordance with the College's Safeguarding and Child Protection Policy. The SENCo is part of the safeguarding framework and contributes to identifying and supporting vulnerable students.

## **STUDENT VOICE**

Students are encouraged to express their views regarding their learning, wellbeing and support.

Students may self-refer to the SEN department and request support or assessment.

Students on the SEND Register may be involved in initiatives such as Neurodiversity Celebration Week and other activities that promote inclusion and understanding.

The College seeks and values student feedback when reviewing support and provision.

## **TRANSITION AND PREPARATION FOR ADULTHOOD**

The College supports students with SEND in preparing for progression beyond GCSEs and A levels, including university, apprenticeships or employment.

Support includes:

- guidance from academic mentors and tutors;
- liaison with careers and UCAS staff;
- support in developing independence and self-management skills;
- promotion of reasonable adjustments that reflect those available in higher education and the workplace.

## **GOVERNANCE, MONITORING, REVIEW AND COMPLIANCE ASSURANCE**

### **GOVERNANCE AND LEADERSHIP OVERSIGHT**

The Principal has overall responsibility for ensuring that this SEND Policy is implemented effectively across the whole College, including boarding provision.

This responsibility includes ensuring that:

- statutory duties under the Education (Independent School Standards) Regulations are met;
- the needs of students with SEND are identified, assessed and supported appropriately;
- reasonable adjustments are made in accordance with the Equality Act 2010;
- safeguarding and welfare arrangements are effective for students with SEND, including boarders;
- staff understand their roles and responsibilities in relation to SEND provision.

Senior leaders, including the Head of GCSE, Head of A-level, Head of Boarding and SENCo, have delegated responsibility for the operational delivery of SEND provision and for ensuring that this policy is applied consistently in both academic and residential contexts.

### **ROLE OF THE SENCO IN GOVERNANCE AND COMPLIANCE**

The SENCo plays a central role in ensuring compliance with this policy and statutory guidance by:

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

- overseeing SEND provision and maintaining the SEND Register;
- advising senior leaders on SEND strategy and development;
- monitoring the effectiveness of interventions and support;
- ensuring that staff are informed of students' needs on a need-to-know basis;
- supporting boarding and pastoral staff where SEND impacts residential life;
- contributing to safeguarding discussions where SEND intersects with vulnerability;
- ensuring access arrangements comply with JCQ regulations.

The SENCo reports regularly to the Leadership Team on trends, emerging needs and areas for development.

## **MONITORING AND QUALITY ASSURANCE**

The effectiveness of SEND provision is monitored through a range of quality assurance processes, including:

- review of student progress data at Assessment Points;
- analysis of outcomes for students with SEND compared to peers;
- SENCo reviews of the SEND Register and Monitoring List;
- learning walks and lesson observations, including SEND-focused observations;
- review of access arrangements and normal ways of working;
- review of boarding-related SEND support and welfare arrangements.

Monitoring considers academic progress, attendance, engagement, wellbeing and behaviour.

## **EVALUATING THE EFFECTIVENESS OF PROVISION**

The College evaluates SEND provision using both quantitative and qualitative measures.

These include:

- academic attainment and progress data;
- student voice and self-reflection;
- feedback from parents and carers;
- feedback from teaching, pastoral and boarding staff;
- outcomes of interventions and specialist support;
- outcomes of counselling and wellbeing support where relevant.

Students may be removed from the SEND Register when they have made sufficient progress to manage their needs independently. This decision is made through consultation with the student, parents and relevant staff and results in reclassification to Monitoring where appropriate.

## **BOARDING-SPECIFIC MONITORING**

For students with SEND in boarding provision, monitoring also includes:

- review of residential routines and adjustments;
- communication between boarding, academic and safeguarding staff;
- monitoring of wellbeing during evenings, weekends and overnight supervision;
- recording and review of incidents occurring outside the College day.

SEND provision in boarding contexts is reviewed to ensure that support is proportionate, appropriate and promotes independence.

## **TRAINING AND STAFF DEVELOPMENT**

The College ensures that staff receive appropriate training to support students with SEND.

Training includes:

- SEND awareness and inclusive practice;
- differentiation strategies;
- mental health and SEMH awareness;
- safeguarding and vulnerability;
- boarding-specific SEND considerations where relevant.

Training is delivered through INSET days, briefings, targeted sessions and ongoing professional development.

Records of training are maintained and reviewed.

## **POLICY REVIEW AND UPDATE**

This policy is:

- reviewed annually by the Principal and SENCo;
- reviewed sooner where changes in legislation, statutory guidance or College practice require;
- updated promptly where weaknesses or gaps are identified.

The review process considers:

- inspection feedback;
- safeguarding audits;
- student and parent feedback;
- changes to SEND or equality legislation;
- emerging best practice.

Any updates are communicated to staff and made available in writing or electronically.

## **COMPLAINTS AND DISPUTE RESOLUTION**

The College recognises the importance of clear and accessible complaints procedures.

Parents and students who are dissatisfied with SEND provision are encouraged to raise concerns at the earliest opportunity.

Concerns may be raised with:

- the SENCo;
- the Head of GCSE or Head of A-level;
- the Principal.

If concerns cannot be resolved informally, the College's Complaints Policy sets out the formal process to be followed.

## **STUDENT, PARENT AND COLLEGE RIGHTS, RESPONSIBILITIES AND DEFINITIONS**

### **STUDENT RIGHTS**

All students with Special Educational Needs and/or Disabilities (SEND), whether day students or boarders, have the right to:

- be treated with dignity, respect and fairness at all times;
- access a broad and balanced curriculum appropriate to their needs;
- receive reasonable adjustments in accordance with the Equality Act 2010;
- have their views sought and considered in decisions affecting their education and support;
- feel safe, supported and included in both academic and residential settings;
- access pastoral, medical and wellbeing support where required;
- have confidentiality respected, subject to safeguarding duties;
- receive support that promotes independence and preparation for adulthood.

Students are encouraged to take an active role in understanding their needs, using agreed strategies and engaging with support offered.

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

## **PARENT AND CARER RIGHTS**

Parents and carers have the right to:

- be informed when SEND provision is being considered or implemented;
- contribute information, evidence and views about their child's needs;
- be treated as partners in planning and reviewing SEND provision;
- receive clear information about support, access arrangements and adjustments;
- raise concerns or complaints in line with the College's Complaints Policy;
- request that the College be named in an Education, Health and Care Plan (EHCP), where applicable.

## **STUDENT RESPONSIBILITIES**

Students are expected, as far as is reasonably possible, to:

- engage positively with support and interventions provided;
- attend lessons, support sessions and reviews as required;
- use agreed strategies and reasonable adjustments responsibly;
- communicate concerns or difficulties to staff;
- comply with College expectations for behaviour and conduct, including in boarding provision.

Support does not remove the expectation that students will behave safely and respectfully.

## **PARENT AND CARER RESPONSIBILITIES**

Parents and carers are expected to:

- provide accurate and timely information about a student's needs;
- share relevant professional reports and assessments;
- engage with meetings and reviews where possible;
- support agreed strategies at home where appropriate;
- communicate concerns promptly and constructively.

## **COLLEGE RESPONSIBILITIES**

The College has a responsibility to:

- identify, assess and support students with SEND using best endeavours;
- make reasonable adjustments to prevent disadvantage;
- ensure high-quality teaching and differentiated provision;
- maintain accurate records and the SEND Register;
- ensure staff are informed on a need-to-know basis;
- provide appropriate training for staff;
- ensure safeguarding and welfare arrangements are effective, including in boarding;
- review provision regularly and respond to emerging needs.

## **DEFINITIONS USED IN THIS POLICY**

For the purposes of this policy, the following definitions apply:

### **Special Educational Needs (SEN):**

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

**Disability:**

A physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities, as defined by the Equality Act 2010.

**SEND Register:**

A confidential record of students receiving SEN Support or being monitored for emerging needs.

**Monitoring:**

A status indicating that a student's progress or wellbeing is being observed closely but does not currently require SEN Support.

**Reasonable Adjustments:**

Changes made to remove or reduce disadvantage for a disabled student, in accordance with the Equality Act 2010.

**Normal Way of Working:**

The support, adjustments and strategies a student routinely uses in lessons and assessments.

**Access Arrangements:**

Approved examination adjustments granted in line with Joint Council for Qualifications (JCQ) regulations.

**Graduated Approach:**

A cyclical process of Assess, Plan, Do and Review used to support students with SEND.

**Boarding Provision:**

Residential accommodation and supervision provided by the College outside the normal College day, including evenings, weekends and overnight.

**CONFIDENTIALITY AND INFORMATION SHARING**

Information about a student's SEND is handled sensitively and shared only where necessary to support the student effectively or to fulfil safeguarding duties.

Confidentiality will be respected, except where disclosure is required to protect the welfare of the student or others.

**COMPLAINTS AND DISAGREEMENT RESOLUTION**

The College recognises that disagreements may arise.

Concerns about SEND provision should be raised promptly with:

- the SENCo;
- the Head of GCSE or Head of A-level;
- the Principal.

Where concerns cannot be resolved informally, the College's Complaints Policy sets out the formal process.

**PREPARATION FOR ADULTHOOD**

SEND provision at the College aims to support students to develop:

- independence;
- self-advocacy skills;
- resilience and confidence;
- readiness for higher education, training or employment.

Support is reviewed with long-term outcomes in mind, particularly for older students and boarders.

**COMPLIANCE, EVIDENCE, RECORD-KEEPING AND INSPECTION ASSURANCE**

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

*(Applies to the Whole College, Including Boarding and Residential Provision)*

## **PURPOSE OF THIS SECTION**

This section demonstrates how the College assures itself, parents and inspectors that the SEND policy is:

- implemented consistently;
- monitored effectively;
- evidenced through records;
- compliant with the Independent School Standards Regulations (ISSR).

## **ISSR COMPLIANCE STATEMENT**

This SEND Policy supports compliance with the following ISSR standards:

- **Part 1** – Quality of Education
- **Part 2** – Spiritual, Moral, Social and Cultural Development
- **Part 3** – Welfare, Health and Safety of Pupils
- **Part 4** – Suitability of Staff and Safeguarding
- **Part 5** – Premises and Accommodation
- **Part 6** – Provision of Information
- **Part 8** – Quality of Leadership and Management

The College ensures that SEND provision contributes positively to pupil welfare, safeguarding, educational progress and inclusion, including within boarding provision.

## **RECORD-KEEPING AND EVIDENCE**

To demonstrate effective implementation, the College maintains accurate and secure records including:

- SEND Register and Monitoring List
- SEN Support plans and review notes
- Assessment reports and professional advice
- Access Arrangements evidence and JCQ documentation
- Records of reasonable adjustments
- Student and parent feedback
- Training records for staff
- Safeguarding and welfare records where SEND intersects with vulnerability
- Boarding-related records for residential students with SEND

All records are stored securely and managed in line with data protection legislation.

## **MONITORING AND QUALITY ASSURANCE**

SEND provision is monitored through:

- regular SENCo reviews
- analysis of student progress data
- assessment points (APs)
- learning walks and lesson observations
- review of access arrangements and outcomes
- boarding welfare meetings (where applicable)
- feedback from students and parents

The Principal and senior leaders review SEND provision as part of wider quality assurance processes.

## **BOARDING-SPECIFIC ASSURANCE**

*David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

For boarders with SEND, the College ensures:

- staff are aware of SEND needs relevant to residential life;
- reasonable adjustments are applied consistently in boarding;
- welfare, medical and pastoral needs are met out of hours;
- boarding staff receive appropriate training;
- safeguarding concerns are reported immediately, including overnight;
- boarding routines promote independence, dignity and wellbeing.

SEND provision for boarders is reviewed alongside academic support.

### **STAFF AWARENESS AND ACCOUNTABILITY**

All staff are required to:

- read and understand this policy;
- apply it in practice;
- attend required training;
- seek advice where uncertain;
- record concerns appropriately.

Failure to follow this policy may result in management action or disciplinary procedures.

### **POLICY ACCESSIBILITY AND PUBLIC AVAILABILITY**

This policy is:

- published on the College website;
- available on request from the College Office;
- provided in accessible formats where required.

Parents, students and staff are signposted to this policy and related documents.

### **CONTINUOUS IMPROVEMENT**

The College recognises that SEND practice evolves.

This policy is reviewed:

- annually;
- following inspection feedback;
- when statutory guidance changes;
- where internal monitoring identifies improvement needs.

Actions arising from reviews are implemented without delay.

### **FINAL ASSURANCE STATEMENT**

The College confirms that this SEND Policy is:

- comprehensive;
- implemented in practice;
- monitored effectively;
- inclusive of boarding provision;
- compliant with ISSR requirements.

This policy forms a core part of the College's safeguarding, inclusion and quality assurance framework.

