RYDE SCHOOL
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SEND Policy

Policy date:	September 2026	
Date of next review:	Summer Term 2026-27	
Owner(s):	JCH	
Approval body:	Head Master & Governors	
Intended audience:	Pupils, parents and staff	
ISI Regulatory Paragraph No:	2(1)(b)(i)	
Location (tick as appropriate):	Website	✓
	Parent Portal	✓
	Staff Portal	✓
	Inspection folder	✓

Introduction

The SEND Policy is guided by the aims of Ryde School and its four values: Ambition, Courage, Respect and Responsibility. Ryde School is an inclusive institution committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

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

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

- The Education (Independent School Standards) Regulations 2014 (as amended).
- ISI Inspection Framework, September 2023 (as updated).
- ISI Inspection Handbook, September 2023 (as updated).
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (as updated).
- Equality Act 2010.
- Children and Families Act 2014.
- Equality and Human Rights Commission guidance ‘Reasonable adjustments for disabled pupils’ 2019.
- Equality and Human Rights Commission guidance ‘Technical guidance for schools in England’ (last updated July 2024).
- The Equality Act and School, DfE non statutory advice (May 2014).
- Statutory framework for the early years foundation stage (as updated).

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

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers; and
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression ‘learning difficulty’ covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but the School recognises that, understandably, there is overlap.

Governor and staff responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

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

The Special Educational Needs Coordinator ('SENCO')/Head of Learning Support can be contacted via (sendco@rydeschool.net). Their responsibilities include:

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

The School's Learning Support Department consists of the SENCO, Assistant SENCO, EAA Coordinator and teaching assistants.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support and attendance to academic clinics.

The School may request parents to obtain a formal assessment of their child (such as by an appropriately qualified educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from an appropriately qualified specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

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

- Assess: The School will carry out an analysis of the child's needs so that support can be matched to need. Analysis of the child's needs are carried out by various assessment mechanisms e.g. Cognitive Ability Tests, internal assessments, outcome of examinations and progress reports, and Head of Learning Support observations. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- Plan: Where it is decided to provide SEN support, the teacher and the Head of Learning Support will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded as appropriate on the School's system as appropriate.
- Do: Teachers will work closely with the Head of Learning Support and relevant staff to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Review: The effectiveness of any support and its impact on the child's progress will be reviewed twice termly OR as agreed between the School and parents. Teachers, working with the Head of Learning Support, will revise the impact and quality of the support and interventions in light of the pupil's progress

and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example , taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and

- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, an appropriately qualified medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external and appropriately qualified professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to the Head of Learning Support. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

Recording progress of pupils with SEND

The School records the progress of all pupils throughout the year. Support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan, is recorded on the Learning Support Register, which forms their pupil profile. This is drawn up in consultation with the pupil's teachers, the Head of Learning Support, the pupil and their voice and their parents and kept on the School's Learning Support secure Google Drive, where it is shared with teachers and staff who teach and/or support each child.

The Pupil Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Learning Support.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at transitions such as end of key stages as well as key exam years to see how much progress they make compared with that of their peers.

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The Head of Learning Support and/or relevant key staff will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

The School's SEND provision

The School's SEND provision currently includes: in-class differentiation, adaptive teaching, learning support (in and out of class), additional teaching, support from the Head of Learning Support/SENDCo and Assistant SENDCo, and additional one-to-one lessons (may be charged to parents).

Pupils with an Educational Health Care Plan

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority (LA) to make an assessment with a view to drawing up an Educational Health Care Plan (EHCP) for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the LA refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where either a prospective pupil has an EHC Plan, or a current pupil obtains their first EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the LA if the LA is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

The School co-operates with the LA to ensure that relevant annual reviews of EHC Plans are carried out as required.

Further aspects relating to SEND provision

Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

If, in our opinion, the School is unable to meet a child's needs or, in the case of a child with an EHC Plan, we are unable to meet the provisions of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit will be returned.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Parents should speak with the EAA Coordinator with regard to any application for additional support as soon as reasonably practicable. The EAA Coordinator will process applications for appropriate examination access.

Bullying ('mean on purpose') and behavioural issues

All pupils are taught that any form of discrimination, bullying, being mean on purpose and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum about the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan can be found within the Accessibility Policy and is published on the School's website. A copy can be provided upon request by writing to the Head Master via hmoffice@rydeschool.net.

Parental responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the Learning Support Department with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Should any parents be unhappy with any aspect of the provision provided by learning support, they should in the first instance try to resolve the issue with the Head of Learning Support/SENDCo. If it is not possible to resolve the matter, it should be referred to the Deputy Head (Pastoral) for their consideration.

The School hopes that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and

sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Staff Training/Professional Development

Whole school staff training days (INSET) include briefings from the Head of Learning Support/SENDCo outlining current provision and details of support, particularly for new pupils.

Briefing on SEND topics also takes place during staff meetings and CPD sessions which cover a variety of topics such as Autism, Dyslexia, ADHD, Working Memory and Dyscalculia. SEND staff who have been on external training sessions are encouraged to share their learning in targeted CPD sessions with weekly staff bulletins shared with updates and targeted SEN knowledge. Weekly staff meetings also add to frequent communication between staff.

The Teaching and Learning Framework Hub contains resources and training materials from the INSET and CPD sessions, and information on SEND.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND.