



Rugby School

SEND Policy

Advent 2025

1. INTRODUCTION

- 1.1 We believe that at Rugby School we must encourage all students to develop their personal and academic skills and become independent learners. Our aim is that each student will be given every opportunity to achieve their full potential, academically, socially and emotionally.
- 1.2 Rugby School is committed to providing the optimum environment in which students can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our students, irrespective of any special educational needs or disabilities they may have. The School seeks to ensure that every student will experience a happy and successful school career which will help them to develop into a confident, well-educated and mature adult, well equipped for all that life has to offer. The hope is that each and every student will be able to make their own unique contribution towards enhancing school life for themselves and for the rest of the School.
- 1.3 This policy is informed by the Equality Act (2010) and the SEND Code of Practice (2014).

2. SCOPE

- 2.1 This policy applies to all staff, students and parents at Rugby School ('the School').
- 2.2 This policy must be read by teaching staff, parents and admissions staff.

3 OBJECTIVES

- 3.1 To identify and provide for students who have special educational needs and additional needs including students for whom English is not their first language (EAL)
- 3.2 To manage and provide for students with special educational needs using a 'whole school' approach, which considers the 'whole child'.
- 3.3 To provide all staff with support, advice and training to enable them to fulfil their responsibilities for the progress and development of SEN and EAL students that they teach.

4 SPECIAL EDUCATIONAL NEEDS

- 4.1 A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
- 4.2 A child of compulsory school age or a young person has a learning difficulty or disability if they:
- 4.3 has a significantly greater difficulty in learning than the majority of others of the same age, **or**
- 4.4 has a disability which prevents or hinders them from making use of facilities of a kind usually provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 4.5 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.
- A child must not be regarded as having a learning difficulty solely because the language in which they are taught is different from a language which is or has been spoken at home, (section 20 (4) Children and Families Act 2014). However, children for whom English is an

additional language will be provided with appropriate support provided they meet the School's academic criteria for admission.

- 4.6 A child who finds a particular subject difficult does not necessarily have a 'learning difficulty'; there will often be disparities in the speed with which children learn and their underlying ability.
- 4.7 The expression 'learning difficulty' covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, autistic spectrum disorders and learning problems that result from social, emotional or mental health difficulties. It may also include those with sensory impairments. Learning difficulties may affect children with a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at a later age when educational pressures become more demanding.

5 LEARNING SUPPORT

5.1 IDENTIFICATION

- 5.2 All prospective entrants follow the Rugby School admission procedure; having a special educational need or disability is no bar to admission. Our *Accessibility Plan* and *Equal Opportunities Policy* are consistent with this policy. Entrance into Rugby School is dependent on meeting the School's entrance criteria, usually through achieving the required standard in the Common Entrance, Scholarship Examination, or the 13+ Entrance Examination (at 13+), or the 14+ Entrance Examination (at 14+), or the Sixth Form Entry Examination (at 16+). Other factors, such as temperament, personal skills and interests are taken into account when judging whether individuals are likely to thrive at the School, both in terms of what they can bring to the School and in what the School can offer them.
- 5.3 Where a prospective student has a special educational need or disability, which is known by the School, reasonable adjustments will be made during the admission process to ensure that they are able to demonstrate their abilities. Such decisions are made by reference to regulations published by the Joint Council for Qualifications and The International Baccalaureate Organization.
- 5.4 Communication with parents is essential at this stage to ensure that all relevant information relating to possible learning difficulties is disclosed to the School in advance of admission assessments. In accordance with the School's Terms and Conditions, and the School's *Equal Opportunity Policy*, parents of students must notify the School in writing if they are aware or suspect that the student (or prospective student) has a disability. The registration form requires prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information about assessment or previous learning support. Parents are also asked if English is not their child's first language so that relevant support can be put in place when their child enters the school.
- 5.5 All new entrants to the School are screened early in their first term to identify possible learning difficulties and to obtain baseline information of their underlying ability. Where screening assessment raises cause for concern, information is shared with teaching and pastoral staff so that they can be aware of any students who need close monitoring. Following consultation between parents and staff, students may be referred for further assessment to determine whether these difficulties are likely to be as the result of a learning difficulty. A recommendation may also be made that the parents consult an Educational Psychologist or other outside professional for

further investigation or advice. If there are concerns that a student may have attention difficulties or autistic spectrum condition, external professional assessment will be required to establish a formal diagnosis. See Appendix 1 for the ADHD Protocol and Appendix 2 for the Autistic Spectrum Condition Protocol which details this. Students for whom English is not their first language are also screened to obtain baseline information on their English language proficiency.

- 5.6 Subject teachers take responsibility for the progress and development of students in their class. Progress is monitored regularly to identify students who may be making less than expected progress given their age and ability. In such cases subject teachers will employ targeted high-quality teaching to address the area of weakness in the first instance
- 5.7 Teachers and departments will refer those students whose progress continues to be a cause for concern, despite high quality teaching targeted at their areas of weakness, to the Head of Learning Development or the House Link within the Learning Development Department.
- 5.8 Parents or students themselves may make a referral to the Head of Learning Development or the House Link within the Learning Development Department, where there are concerns that a previously unidentified learning difficulty may be present.
- 5.9 Ideally, the early screening process should have ensured that most students with learning difficulties have been identified well before they begin their GCSE courses at the start of E Block (Year 10), or early in their time in the Upper School for those who join Rugby in the Sixth Form. This enables the School to establish clear evidence, which is required by the Examination Boards in the event of an application being necessary for access arrangements.

6. A GRADUATED APPROACH TO SUPPORT

- 6.1 The first step to responding to students who have (or may have) SEND, and for EAL students, is the provision of high-quality teaching, appropriately differentiated for individual students. Much of this will be achievable within the classroom environment.
- 6.2 Students who continue to make less than expected progress will be raised as a concern at Departmental meeting time and/or student concern meetings. Information is then gathered by the teacher(s) and communicated to the Head of Learning Development. This enables the Learning Development Department to build a picture of the student's strengths and weaknesses, followed by further assessment by the Learning Development Department if appropriate. Information gathering will include communication with the student and their parents.

7. RECOGNISING STUDENTS WITH SEND NEEDS (DISABILITIES) AND THE SEND REGISTER

- 7.1 Consideration of all of the above will allow a decision to be made as to whether no further action is required or whether a student is recorded with needs at either of the following levels:
- 7.2 SEND Support (red star): The student has an identified learning difficulty which calls for special educational provision that is additional to or different from that made generally to other students. The actual support provided will vary according to the needs of the student. The Learning Development Department will discuss and agree the nature of this support with students and their parents. This may include Learning Development lessons, taken as an option in the Middle School or as individually arranged support lessons in the Upper School. The

student's progress will be reviewed throughout the year and any amendments will be communicated to the student's parents.

- 7.3 Extra Support Required (green star): The student has an identified need other than a learning difficulty (eg medical) which calls for support that is different from that made generally to other students. This may include temporary or long term exam access arrangements.
- 7.4 Word processor (blue star): The student has been identified as requiring the use of a word processor as their normal way of working in line with the School's word processor policy.
- 7.5 Concerns (grey star): The student has been raised as a 'concern' by teaching or pastoral staff. The Learning Development department will assess the level of need and, if necessary, following a thorough assessment will raise the student to the SEND Support category, following the procedures detailed above.
- 7.6 Students at the SEND Support level are reviewed regularly by the Learning Development teacher assigned to their House. At this time targets are identified and adjustments made to support as appropriate. Students may also be removed from the list if it is agreed that they no longer require that level of support.

8. PROVISION OF SUPPORT

- 8.1 The list of students on the Learning Development SEND Register is available to all members of staff via the school database, ISAMS. Educational Psychologist reports are filed, and copies are sent to Houses. A Student Support Sheet is created for each student at SEND Support level. This is reviewed at the start of each academic year, and made available to all of the student's teachers. The Support Sheets are updated if needs or access arrangements change over the course of the year. Teaching Staff are alerted to changes. The Student Support Sheet outlines the student's strengths and weaknesses and provides teachers with advice about how to support the student in the classroom. A Learning Development teacher is assigned to each house to support the Hm in relation to students with SEND and support and work with SEND students in that House, advocating for their needs and reporting on their inclusion to parents.
- 8.2 Support lessons may be arranged in the School, by taking Learning Development Lessons in curriculum time as an option choice.
- 8.3 Learning Development lessons may be taken from F Block (Year 9) and continued until the end of D Block (Year 11). The lessons are taken as an option choice with five or six lessons over two weeks.
- 8.4 Students who continue Learning Development lessons in E Block (Year 10) and D Block (Year 11) will take one fewer GCSE. At the end of F Block advice will be available for parents and students about the level of support the School believes would be appropriate. There are no charges for lessons taken as an option choice.
- 8.5 Students in the LXX and XX (years 12 and 13) have study periods within their timetables during which they may schedule support sessions with the Learning Development Department where support sessions are scheduled. There will not be a charge for these lessons, if they are provided in accordance with the School's reasonable adjustments duty.
- 8.6 EAL students may take classes for English as an additional language (EAL). These Learning Development lessons are taken as an option choice with either five or six lessons over two weeks

in the middle school or during study periods by prior arrangement with the Learning Development for LXX and XX students and no charge is made for these lessons.

- 8.7 Students are encouraged to seek advice about issues concerning their own learning and progress in the School. They may arrange ad hoc meetings with their Learning Development House link, or any other member of the department.

9. REPORTS AND INFORMATION SHARING

- 9.1 A report will be provided to parents twice each academic year for all students listed at 'SEND support' level. This will inform parents of any relevant matters which have arisen. Learning Development staff attend all of the staff-parent meetings when teachers discuss progress with parents.

10. CONTACT WITH PARENTS

- 10.1 Close links are encouraged between home and School so that problems can be dealt with as they occur. Contact can be made either through the House or the student's tutor, or directly to Rachel Force (Head of Learning Development), or Iain Murdoch, SENDCO.

- 10.2 The Learning Development Department:

Tel. No (DDI): 01788 556221 email: rjf@rugbyschool.net

Tel. No (DDI): 01788 556290 email: iwm@rugbyschool.net

11. EDUCATION HEALTH AND CARE PLANS (EHC PLANS)

- 11.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 11.2 Where a prospective student has an EHC plan, we will consult with parents and the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.
- 11.3 Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our School is named in Section I of the EHC plan. In all other circumstances charges will 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.
- 11.4 Safeguarding needs: The School recognises that students with special educational needs or learning difficulties or for whom English is not their first language may have greater safeguarding needs. They may be more at risk from bullying, abuse, or radicalisation. The School has a *Safeguarding & Child Protection Policy*, informed by Keeping Children Safe in Education 2025, that outlines the approach taken to safeguarding needs. There is also a *Counter bullying policy* which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very

seriously. If parents are concerned about their child's welfare they can approach the student's tutor, Hm or any senior member of staff to discuss their concerns in private at any time.

11.5 Disability: The School recognises that some students with special education needs or learning difficulties may also have a disability. Students and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled students. However if, despite such adjustments, the School is unable to provide adequately for the student's needs, the School may decline to offer a place to a student or request the withdraw of the child from the School.

12. INCLUSIVE ACCESS ARRANGEMENTS

12.1 Inclusive access arrangements are planned early in the course of study and incorporated as the usual way to access classroom work and tests. They will:

- be carefully individualised, evaluated and monitored
- reflect the optimal support that the student requires
- be based on current, but not past requirements
- draw upon teacher observations in the classroom
- be considered in line with the regulatory framework appropriate to the qualification

12.2 The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

12.3 The Head of Learning Development, the school's SENDCO and the School's Examinations Officer work closely to ensure that relevant applications are made for any Examination Access Arrangements which may be needed. Access arrangements in public examinations are closely regulated by the joint Council for Qualifications (JCQ) and the International Baccalaureate Organization.

12.4 These regulations require the School to collate school-based evidence submitted by subject teachers before a student is assessed/reassessed for exam access arrangements. The evidence must paint a picture of the student's normal way of working which shows a compelling case for the arrangement requested and the presence of a substantial impairment, without the provision of the arrangements that are requested. Evidence is considered on a subject by subject basis. Once this evidence has been collated assessments are conducted by the Head of Learning Development or an Educational Psychologist, who has an established relationship with the School.

12.5 It is imperative that parents consult with the Head of Learning Development if they believe that their child may require an assessment. A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements.

12.6 It is important to note that access arrangements recommended in an Educational Psychologist report are not an automatic entitlement. Decisions regarding access arrangements are delegated to the School as an exams centre and made in accordance with regulations published each year

by the Joint Council for Qualifications or the International Baccalaureate Organization as appropriate.

- 12.7 Inclusive access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements will be constantly monitored to ensure that they remain the optimal support for that student.

13. USE OF WORD PROCESSORS IN EXAMINATIONS

- 31.1 Please see separate Rugby School Policy on *the Use of Word Processors in Public Examinations* which is published on the School website.

14. INFORMATION SHARING

- 14.1 The Head of Learning Development and the School's Medical Officers share information on students and work together to try and resolve issues concerning students' well-being. Both work very sensitively, and are aware of the need to pay attention to parents' and students' wishes for confidentiality. Unless asked specifically not to do so, information that is given to the School will be passed on to teachers along with recommendations for appropriate action, usually in the form of a Student Support Sheet. Such information may be shared with non-teaching staff, such as matrons, when it is necessary.

15. ALTERNATIVE ARRANGEMENTS

- 15.1 **Withdrawal:** We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**
- 15.2 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- 15.3 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- 15.4 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head Master, the School is unable to provide, manage or arrange; and / or
- 15.5 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 15.6 **Alternative placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 16.7 **Financial:** Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

18. POLICY OWNER

- Deputy Head (Middle School & Inclusion)

16. RELATED POLICIES AND GUIDANCE

- *Admissions Policy*
- *Accessibility Policy*
- *Curriculum Policy*
- *Equal Opportunities Policy*
- *Policy on the use of Word Processors in Examinations*
- *Safeguarding and Child Protection Policy*
- *Rugby School Terms and Conditions*
- *Equality Act 2010*

17. FURTHER INFORMATION

17.1 This policy can be made available in large print or another accessible format, if required.

17.2 Further information about this policy may be obtained from the Assistant Head (Inclusion and Middle School)

Authorised Academic Committee:

Date:

September 2025

Appendix 1

ADHD and ADD Protocol

Rugby School is committed to providing the optimum environment in which students can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our students, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Attention deficit hyperactivity disorder: diagnosis and management NICE guideline [NG87] Published date: March 2018 Last updated: September 2019

- Support for students who experience difficulties with attention and focus control is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.
- We do not believe a diagnosis is required to elicit support
- The Learning Development department provides advice for all members of the school
- Students, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern
- Our overriding practice is one of watchful waiting (see below)

Referral Pathways

- PRE-EXISTING – Students with identified difficulties and/or interventions for attention difficulties
 - Parents are required to disclose any information about identified attention difficulties and/or interventions and medication at registration. The Admissions Office will ensure all information is forwarded to the Head of Learning Development/Health Centre/Pastoral team
 - This should occur well in advance of entry (by parents and prep/previous school) and the Head of Learning Development will endeavour to meet with all prospective parents and students
- CONCERNS REGARDING ATTENTION- that might lead to an assessment for ADHD could come from:
 - The student
 - A parent
 - A class teacher
 - A tutor
 - A member of the house staff/wider pastoral team
- Strong communication and positive relationships with parents are essential during this period
- Watchful waiting is crucial to identify whether other reasons beyond ADHD could cause the same behaviours

When to alert team (Pastoral and academic)

- Significant report concerns
- Significant behavioural challenges
- Parental comments
- Student comments
- Leads to watchful waiting

Watchful Waiting – this includes monitoring the following

- Work/behavioural report cards
- Tutor/HM monitoring
- Tutor/student/Head of Learning Development meet

- Learning Development staff observe lessons
- Case conference
- What works well- good/effective practice shared
- Awareness raised with teaching staff
- Meeting with student/parents/pastoral/academic team

Formal Assessment

If all agreed, and positive response from screening tests, a formal assessment could be recommended. Rugby School have an established link with Oxford ADHD Centre who are able to facilitate a QB¹ test and/or a full ADHD assessment.

If parents choose other practitioners then they must fulfil NICE guidelines for assessment and Rugby School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the School and do not follow the NICE guidelines.

¹ *The QB test is a computer based continuous performance test that measures symptoms such as hyperactivity, impulsivity and inattention/distractibility that are associated with ADHD

Appendix 2

Autistic Spectrum Condition Protocol

Rugby School is committed to providing the optimum environment in which students can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our students, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Autism spectrum disorder in under 19s: recognition, referral and diagnosis Clinical guideline [CG128] Published date: 28 September 2011 Last updated: 20 December 2017

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these 'limit and impair everyday functioning'. Support for students with autism is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.

- We do not believe a diagnosis is required to elicit support
- The Learning Development department provides advice for all members of the school
- Students, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern
- Our overriding practice is one of watchful waiting (see below)

Referral Pathways

- PRE-EXISTING – Students with identified difficulties and/or interventions for attention difficulties
 - Parents are required to disclose any information about identified Autism spectrum disorder and/or interventions and medication at registration. The Registrar's office will ensure all information is forwarded to the Head of Learning Development/Health Centre/Pastoral team.
 - This should occur well in advance of entry (by parents and prep/previous school) to enable appropriate adjustments to be put in place during the registration process.
 - The Head of Learning Development will endeavour to meet with all prospective parents and students
- CONCERNS REGARDING AUTISM- that might lead to an assessment could come from:
 - The student
 - A parent
 - A class teacher
 - A tutor
 - A member of the house staff/wider pastoral team
- Strong communication and positive relationships with parents are essential during this period
- Watchful waiting is crucial to identify whether other reasons beyond autism could cause the same behaviours

Signs that a student may be on the autism spectrum include

- Difficulty in interpreting both verbal and non-verbal language like gestures or tone of voice. They may have a very literal understanding of language, and think people always mean exactly what they say. They may find it difficult to use or understand: facial expressions, tone of voice, jokes and sarcasm.
- Difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. They may appear to be insensitive, or seek out time alone when overloaded by other people.
- The use of rules can also be important. It may be difficult for an autistic person to take a different approach to something once they have been taught the 'right' way to do it. People on the autism spectrum may find it difficult to manage unexpected change.
- Highly focussed interests that are fundamental to their wellbeing and happiness.
- Over or under sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain.

Watchful Waiting – this may include the following

- Work/behavioural report cards
- Tutor/HM monitoring
- Tutor/student/Head of Learning Development meet
- Observation in lessons/cocurricular activities/House
- Case conference
- What works well- good/effective practice shared
- Awareness raised with teaching staff
- Meeting with student/parents/pastoral/academic team

During this time it is important to consider other possible explanations for the behaviours. Parents and student's concerns will always be taken seriously, even if these are not shared by others. The table of signs and symptoms of possible autism found in the appendix of the NICE guidelines will be used as a starting point for guidance but do not constitute a diagnosis.

Formal Assessment

If all agreed, and positive response from screening tests, a formal assessment could be recommended. This may take place by referral to the local autism team. This is a multidisciplinary group that will include or have regular access to: paediatrician and/or paediatric neurologist; clinical and/or educational psychologist, speech and language therapist.

If parents choose other practitioners then they must fulfil NICE guidelines for assessment

Rugby School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the school and do not follow the NICE guidelines.