



SEND Policy

This policy is applicable to all pupils, including those in the EYFS.

1. Introduction

- 1.1. Reed's School (RS) and Ripley Court School (RCS) recognise that children should be valued for their individuality and help each child grow and develop to maximise their full potential, educationally, personally and morally and, where possible, physically.
- 1.2. Staff work together as a community to meet the needs of each child in alignment with the SEND Code of Practice (2015). The School has regard to the views, wishes and feelings of the child/young person and their parents/guardians. It values the pupil voice when supporting students.
- 1.3. If at any time it becomes apparent that the child's needs are greater than first thought, or beyond the capabilities of the School, or causing detrimental effect on other children, the Executive Headmaster reserves the right to ask the parent/guardian to re-locate their child to a more suitable school.
- 1.4. Further details of school specific provisions can be found in Appendix A - Ripley Court School and Appendix B – Reed's School.

2. Aim

- 2.1. To ensure all pupils attending either school have access to the curriculum via reasonable adjustments (Equality Act 2010) to enable them to achieve their potential. 'Reasonable adjustments' can be made by: ; providing adaptive teaching; additional strategies for support; accessibility for disabled pupils under the relevant School's Accessibility plan, or both.

3. Definition of SEN and the SEND Code of Practice

- 3.1. The SEND Code of Practice (and where applicable, the Statutory EYFS Framework), provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

- 3.2. A child or a young person has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice defines four broad areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 3.3. A child or young person has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of others of the same age, or
 - has 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.
- 3.4. A child under compulsory school age has SEN if they are likely to fall within the definition in paragraph 3.3 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- 3.5. Children and young people who have SEN may have a disability, 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.’ (Equality Act 2010). ‘Long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

4. Safeguarding and SEND

- 4.1. Keeping Children Safe in Education (2025) recognises that to keep themselves safe, children with SEND will need effective education tailored to their specific needs and vulnerabilities. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

4.2. The SENCOs will work with the Schools' DSLs to help manage risk of harm to children with SEND.

5. Objectives

5.1. The School aims:

- to provide a safe learning environment for pupils to achieve their potential. Every pupil is different and it is the School's responsibility to assess their current level of development, strengths and area of need, to provide help and strategies for them to achieve in School.
- to support a wide range of specific learning difficulties, including pupils with varying degrees of dyslexia, dyscalculia, Developmental Co-ordination Disorders (DCD), Speech & Language difficulties (SALT), Attention Deficit & Hyperactive Disorder (ADD & ADHD), and pupils with mild Autistic Spectrum Conditions (ASC).
- To also support pupils identified with social, emotional, and mental health difficulties in liaison with the School's other pastoral structures.
- to identify pupils with SEND as early as possible and ensure that all their needs are met.
- to ensure that every pupil achieves the highest standards possible through adapting teaching and learning to individual need, interest and aptitude by the most effective use of resources.
- to support pupils in building their self-esteem and confidence recognising value in their own contributions to their learning.
- to raise the aspirations of, and expectations for, all pupils with SEND.
- to promote the equal opportunities for all children with regard for their protected characteristics as set out in the Equality Act (2010).to enable each pupil, whatever the degree of difficulty or disability, to access the curriculum with reasonable adjustments so that they can reach their full potential.
- to work in accordance with the current SEND Code of Practice.

- to encourage a 'whole-school' approach to the provision of support for pupils with individual needs, and to foster an atmosphere of high expectations and understanding, together with high expectations and aspirations.
- to ensure that every teacher provides high quality teaching for all children, regularly assessing progress of all pupils, and targeting individual's areas of weakness.
- to provide support and advice on SEND for all staff.
- to foster a can-do approach that aims to help pupils identify and develop strategies, and methods of working, that allow them to become independent learners and attain their potential.
- to encourage pupils to participate in the decision making process and contribute to the assessment, target setting and review of their needs.
- to develop and maintain partnership and high levels of engagement with parents/guardians.
- to work closely with outside agencies and professionals who support pupils at school.
- to be transparent about what the School can provide with reasonable adjustments.
- To identify pupils with SEND who have complex barriers to attendance due to their physical or mental health and to hold an attendance ambition the same as it is for any other pupil.

6. Responsibilities

6.1. Governors

- 6.1.1. The Governing Body will ensure that it makes provision for SEND by allocating appropriate resources within the Schools, based on an audit of need. In addition, under the Children's and Families Act 2014, the Governing Body must use their 'best endeavours' to actively monitor special educational provision with the Schools.
- 6.1.2. The Governing Body have designated a Governor with specific responsibility for SEND provision. This Governor reports to the Reed's Education Committee and to the Ripley Court Education & Pastoral Committee, twice per year, on the implementation of the SEND provision at the Schools.
- 6.1.3. The Governing Body and the School will ensure that the Safeguarding & Child Protection Policies reflect the additional safeguarding challenges which can be faced by pupils with SEND. The policy will address these additional challenges, extra pastoral support and appropriate support for communications will be put in place if needed.

6.2. Executive Headmaster (RS) & Headmaster (RCS)

6.2.1. The Executive Headmaster/Headmaster has responsibility for day-to-day management of all aspects of the School, including the provision for children and young people with SEND. Responsibilities for SEND are met through the close collaboration of the Senior Leadership Teams, SENCO and class/subject teachers in the early identification, and subsequent provision for, pupils with any educational needs not met by the school curriculum.

6.3. SENCO and Specialist Teacher

6.3.1. The SENCO is responsible for:

- maintaining and making available to all class/subject teachers, information about the learning needs of pupils with SEND.
- advising and supporting class/subject teachers and SEND staff on suitable approaches and strategies to make learning more accessible across a range of needs.
- making internal recommendations for pupils with a specific learning difference who have assessments and reports written by specialists such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists and where exam concessions have been suggested in line with JCQ guidelines.
- co-ordinating the services and support of external agencies such as, but not limited to Educational Psychologists (EP), Speech and Language Specialists (SALT) and Occupational Therapists (OT).
- lead on EHCP applications, provide and co-ordinate supporting evidence and information during the application and annual review of EHCPs, including where requested, attendance at EHCP meetings
- ensuring the full involvement of parents in decision making about children and young people with SEND including being the co-ordinator for all meetings, interventions and providing ongoing support throughout the School journey and during the transition to the next stage of education
- providing SEN information and summary reports and letters to educational institutions should a pupil leave the School or on transition to the next stage of education.
- monitoring and reviewing Individual Support Plan (ISP) targets.
- liaising with the Deputy Head (Academic) at Reed's or the Director of Studies at Ripley Court School, as appropriate.
- reporting to the Education Committee (Reed's)/Education & Pastoral Committee (RCS) twice per year and providing relevant information on SEND

as may be requested from time to time by the Governor responsible for SEND provision.

- reporting to SLT on SEND provision and needs within the School
- 6.3.2. The SENCO will co-ordinate the support at every level of SEND support. The SENCO will keep detailed dated notes and maintain the files for the pupils' records. The SENCO will meet with pupils, teachers, parents/guardians, the Deputy Head (Academic)/Director of Studies, the Executive Headmaster/Headmaster, designated Governor for SEND, and Governing Body, when appropriate.
- 6.3.3. The SENCO/Specialist SpLD Teacher provides professional guidance in the area of SEND support in order to support Quality First Teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENCO and Deputy Head (Academic)/Director of Studies work together to ensure that training is put in place where needs arise or where it would be good practice to be updated in the area of SEND. The SENCO leads staff meeting training for all staff in the various fields of SEND.
- 6.3.4. At Ripley Court, the SENCO oversees the department with 1:1 tuition provided by a specialist SpLD Teacher. Intervention groups which run throughout the School are overseen by the SENCO.
- 6.3.5. At Reed's, pupils are mostly supported in small groups with a few students receiving 1:1 support when required.

6.4. Class and subject Teachers

- 6.4.1. The class and subject teachers are responsible for the day to day operation of the provision made by the School for pupils with SEND through Quality First Teaching. They are responsible for working with the pupil on a daily basis and for assessing, planning, delivering and reviewing differentiated support.
- 6.4.2. Details of a pupil's individual needs and suggested strategies for support can be found on the relevant SharePoint site. In addition, at Reed's, students' needs are also recorded on SIMs; at RCS, these are available on SharePoint.

6.5. Teaching Assistants/ Academic Support Teachers

- 6.5.1. Teaching Assistants (RCS) and Academic Support Teachers (RS) work under the direction of the Head of Department/SENCO or class teachers. They assist in the identification of individual needs and help to provide effective learning strategies for pupils in class, small groups or on a one-to-one basis. They respond appropriately to individual pupils and feedback information to teachers.
- 6.5.2. In addition, at Ripley Court, teaching assistants may be assigned to work one-to-one with individual children who either have, or for whom an application is being made for, an Education Health and Care Plan (EHCP).

6.6. Parents/Guardians

- 6.6.1. Parents/guardians are consulted and kept informed of progress, and the actions taken, to help support their child through regular meetings, written reports, and copies of the Individual Support Plan (ISP)/Pupil Profile from the SENCO/Specialist SpLD teacher.
- 6.6.2. Parents/guardians are responsible, at the time of application to the School, to disclose any previous assessment of their child regarding learning and other difficulties. This enables the School to thoroughly discuss with parents/guardians the adjustments that can reasonably be made.
- 6.6.3. The School encourages a partnership between the child/young person, the parents/guardians and the School. In the event of the need to use outside agencies to support or assess a child/young person, parents/guardians will be notified of this in advance and asked for their permission for this involvement to be initiated. Parents/guardians may request an assessment for their child if they are concerned.
- 6.6.4. All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents/guardians know their children best and it is important that all practitioners listen and understand when parents or guardians express concerns about their child's development. They should also listen to and address any concerns raised by children/young people themselves.

7. Identifying Additional Needs

- 7.1. The Schools recognise that early intervention improves long term outcomes for the child or young person.
- 7.2. The triggers for intervention will be a cause for concern from a teacher/SENCO, parent/guardian, or pupil, underpinned by evidence, about a child whose progress:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress (observation or grades)
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
 - where test scores indicate an area of need (e.g. CATS/Suffolk/HAST/ at Ripley Court and MidYIS/Lucid/STAR reading assessment at Reed's)
- 7.3. The Schools also recognise that there are numerous factors that may impact on progress and attainment but are not considered SEND. For example, attendance and punctuality, health and welfare, English as an additional language (EAL), disruption caused by frequent relocation, children who are Looked After or Previously Looked After.

8. Education Health Care Plan (EHCP)

- 8.1. Children with an Education, Health and Care Plan (EHCP) will be considered for entry to the School on a case-by-case basis.
- 8.2. If a pupil within the School has demonstrated significant difficulties over a period of time, with SEND Support at Level 3, and the needs of the child are great enough, the School will consult with parents to consider requesting an EHCP needs assessment. Parents or the School can request a statutory assessment. The Local Authority (LA) will consider whether it will proceed with a statutory assessment.
- 8.3. Where places are fully or partially funded by the LA, information on provision and progress will be shared by the School as required by the LA.

9. Annual Review of the EHCP

- 9.1. All EHCPs must be reviewed annually with the parents/guardians, the pupil, the LA, the School and other professionals involved. The class teachers and/or support staff will be expected to attend these meetings. Where a pupil has an EHCP an ISP is written and targets formally reviewed, forming part of the annual review. At the annual review, the ISP will be reviewed, and any necessary amendments made to the description of the pupil's needs or to the special provision specified in the EHCP. This review will focus on the achievements as well as the difficulties encountered.

10. Arrangements for consideration of complaints

- 10.1. Please see the relevant School's Complaints Policy & Procedure which can be found on the School website or is available upon request from the School.

11. Review of this policy and evaluating the SEN provision

- 11.1. This policy will be reviewed annually via the Reed's Education Committee which includes the Governor responsible for SEN at both Reed's and Ripley Court School.
- 11.2. In evaluating the SEN provision, Governors will review the following for SEN pupils compared with the whole-school average:
 - Academic outcomes at GCSE and A Level
 - Behavioural records of SEN pupils
 - Attendance of SEN pupils
 - participation in the Andrew Reed Award (Reed's only)
 - A review of a sample of pupil profiles
 - Leaver destinations

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Appendix 1 – Ripley Court School

12. The SENCO and support team

- 12.1. The School has one full-time SENCO who works 4 days per week. In addition, there are 2 Emotional Learning Support Assistants (ELSAs) along with a number of specialist peripatetic teachers.

13. Application & Admission

- 13.1. Each pupil with a specific learning difficulty is treated as an individual. Reasonable adjustments are considered for each child on an individual basis.
- 13.2. The School requires parents/guardians of children with additional needs to share their requirements with the School as early as possible during the application and admissions process. This includes any reports held by parents/guardians about their child. This enables the School to thoroughly discuss with parents/guardians the adjustments that can reasonably be made. It also enables that adequate provision can be made during any entrance assessment or participation in a taster session.
- 13.3. If the School is unable to meet the needs of the child with all reasonable adjustments, the SENCO and Headmaster/Headmaster with input from the SENCO, will meet to discuss this with parents/guardians and offer signposting wherever possible.

14. Physical Accessibility

- 14.1. The School site is equipped to cater for pupils with most physical disabilities. Children's specific physical needs are discussed with the SENCO to make sure that a reasonable adjustment can be made to facilitate access to the school site. If a child has additional learning needs, then an updated specialist educational or medical report must be submitted to make sure the School is able to accommodate their needs with the current specialist tuition. Please note that specialist lessons are an additional charge to the school fees.
- 14.2. Parents/guardians and prospective parents/guardians of disabled children can obtain copies of the School's Accessibility Plan via the School website [Policies | Independent School Woking | Ripley Court School](#) or on request from the School. This plan shows the way in which the School plans to make its buildings progressively more accessible to disabled pupils, parents/guardians and visitors, and the ad hoc arrangements that the School thinks practical, possible and reasonable, to help a child to attend Ripley Court School.
- 14.3. The Accessibility Plan is kept under review and is formally updated annually, with a significant review every three years. The School will do its best to make adjustments that will take into account the individual pupil's needs, within the constraints imposed by its historic buildings on a scattered site. The School is progressively introducing facilities for the disabled as buildings are upgraded.

- 14.4. The School is able, depending on the need, to arrange for children to use laptop/tablet computers in class.

15. English as an Additional Language (EAL)

- 15.1. Ripley Court has a separate EAL policy. Please refer to this document for additional details. A copy of the School's EAL Policy can be obtained via the School website [Policies | Independent School Woking | Ripley Court School](#) or on request from the School.

16. A graduated approach to SEND support

- 16.1. The School operates a graduated approach to provision of additional support. The progress of every pupil in the School is tracked by class teachers, heads of departments, and subject teachers throughout the year using a range of information including:
- formative assessment – observation in class and monitoring of work
 - summative assessment
 - half-termly reviews/assessment grades/reports
 - day to day contact providing an overview of pupils' academic work and social interaction
- 16.2. The School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the 'Asses, Plan, Do, Review' cycle (SEND Code of Practice – Paragraphs 5.39 to 5.46 and 6.45 to 6.56)

17. Levels of SEND Support

17.1. SEND Support Level 1: Additional Needs Register

- 17.1.1. Where a pupil's data or performance shows no, or persistently slow, progress for a period of time, causing a teacher to become concerned in the subject areas of reading, writing, maths or concentration (and they have not already been identified as being a pupil with SEND), this will trigger an action to move them onto the Additional Needs Register. The class teacher/subject teacher will discuss their concerns with the SENCO. The SENCO will make detailed notes and update the Additional Needs list so all teachers are aware of a child's difficulties. At this point, the School will monitor progress with detailed strategies and targeted support as part of the School adaptive teaching programme. Strategies might include:
- In class strategies
 - TA support where available

- Intervention groups were appropriate
- Adaptive curriculum plans and schemes of work
- Adaptive Teaching

17.1.2. Progress reviews are carried out at least termly and can be carried out more often where appropriate, or where short term targets or interventions are put in place.

17.2. SEND Support Level 2: SENCO intervention

17.2.1. If after reviewing it would appear that the School needs to implement further strategies or look further into difficulties, the child might be recommended some screening. Consultation with parents is undertaken and clearly explained. The SENCO will then screen processing speed, working memory, non-word reading and, where appropriate, administer a HAAT (Helen Arkell Auditory Test). The SENCO will feed back to teachers and parents and update the Additional Needs list. Further strategies will be talked through at this point for more targeted support as part of the School's adaptive teaching programme or if needed they will move onto Support Level 3.

17.2.2. Support may include, but is not exclusive to:

- targeted small spelling group
- targeted small comprehension group (Years 5/6)
- targeted small maths group
- targeted Read Write Inc tutoring
- programmes such as Toe by Toe/Plus 1/Power of 2

17.3. SEND Support Level 3: Outside Agency Support

17.3.1. When there is evidence that a pupil is making insufficient progress despite additional intervention through the School's adaptive teaching programme, further advice and support may be sought from outside professionals and they will be entered on to the Additional Needs List at Level 3. The SENCO, Headmaster and colleagues in consultation with parents, at a review of the pupil's progress, may request a referral to external professionals, such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Clinical Psychologist or CAMHS.

17.3.2. External professionals will assess the pupil to provide specialist advice to inform planning, give advice on the use of new or specialist strategies and resources and in some cases provide specialist support for particular activities. The SENCO will co-ordinate the support and update the Additional Needs list so all staff are aware of the needs of the child.

17.3.3. The class teacher, subject teacher, Specialist SpLD Teacher and support staff will provide interventions that are additional to those provided as part of the School's adapted curriculum, and as set out in the individual specialist report. Strategies employed to enable pupils to progress will be recorded by the SENCO and the class teacher and may form part of individual targets or an Individual Support Plan (ISP) if appropriate. The strategies will be listed on the Additional Needs list on SharePoint.

17.3.4. Information on an ISP will only record that which is additional to, or adapted from, the adapted curriculum and will focus upon three or four individual SMART (specific, measurable, relevant and time orientated) targets that match the pupil's needs and have been discussed with the pupil and the parents. The strategies may include a variety of teaching strategies or equipment to facilitate reasonable adjustment.

17.3.5. This information will normally be reviewed termly, on the half term, and wherever possible the pupil will take part in the review process and be involved in setting targets. Targets and ISPs are reviewed more frequently for pupils in EYFS. There is a charge for 1:1 Learning Support. Ripley Court offers a maximum of two 1:1 lessons per week. See Fees and Charging Structure for more information.

17.3.6. The Specialist SpLD Teacher, along with class and subject teachers, will be responsible for setting, recording and reviewing targets on the ISP with the support of the SENCO.

18. Reviewing and Monitoring Progress

18.1. Progress is monitored through:-

- formal and informal assessment in class and in the SEN department
- ½ termly grade cards
- regular communication between teachers, LSA & SENCO, reviewing past work/targets
- annual Suffolk & HAST comparison
- standardised end of Year & November exams
- use of Tapestry in EYFS and tracking tools
- use of The Early Years Foundation Stage Profile in EYFS
- use of whole School tracking documents

19. Supporting pupils with medical conditions

- 19.1. The School recognises that pupils at School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the School will comply with its duties under the Equality Act 2010.
- 19.2. Some pupils may also have SEN and may have an EHCP; where this is the case, an integrated approach is taken, and the SEND Code of Practice is followed.
- 19.3. The School uses its best endeavours to support pupils with medical and/or mental health needs in line with current guidance for pupils with medical conditions (Supporting pupils with medical conditions at school - GOV.UK) and can personalise a curriculum to support a pupil's continued access to education. For a pupil who is unable to attend school, the SENCO along with the Heads of Academic departments and the Director of Studies, can act as home-school liaison.

20. Access Arrangements

- 20.1. Examinations are to test the knowledge of a candidate, not to test how well they sit an exam. For some children, there are barriers to them demonstrating this knowledge and for these children the School makes reasonable adjustments to reduce these barriers. These adjustments are called Access Arrangements (AA).
- 20.2. The Joint Council of Qualifications (JCQ) oversee the regulations and awarding of AA representing the main awarding bodies for GCSE and A Levels. Although 11+/entrance exams do not fall under JCQ jurisdiction, it is, in the School's opinion, good practice to follow their regulations as guidance, in order to prepare pupils for the way their Access Arrangements may be measured for external exams during their future schooling.
- 20.3. In order for pupils to be considered for an AA, they have to be disabled under the definition of a disability from The Equality Act 2010:
- ‘A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’
- 20.4. SpLDs such as dyslexia, dyspraxia, dysgraphia and dyscalculia are considered a disability. Diagnoses of ASD and ADHD are considered a disability. This list is to act as a guide and is in no way exhaustive.
- 20.5. AAs available may include:

- Supervised rest breaks
- Extra time
- Scribe/talk to text technology
- Reader pen

- Word processor
- Practical assistant
- Prompt

20.6. There are strict guidelines and thresholds that have to be met before the School is allowed to award any AA.

20.7. The School has its own internal procedure to identify pupils who may be eligible for AAs. If any parent or teacher would like to apply for an AA on behalf of a pupil they should contact the SENCO. This will trigger an internal investigation during which the School will look at whether there is a learning need and whether this need is substantial enough to reach the threshold(s) set by JCQ to be awarded. If the thresholds are not met, and an AA was awarded by the School, this would be considered malpractice. Parents and pupils will always be informed of the decisions to award an AA and the relevant justifications used in making the decision.

21. Private Reports, Assessments and Medical letters

21.1. For formal awarding of AAs, the JCQ sets out that secondary schools are not allowed to award AAs based on private/external assessments or medical/doctors letters. Normal ways of working in School is the key element in awarding any AA. Secondary schools are allowed to use Independent Assessor reports from assessors who have a relationship with the school, but they must work in liaison with the School and always contact the School in advance. There are strict guidelines as to what they are permitted to do following this contact.

21.2. As the School is not overseen by JCQ, but follow their rules as guidance, Ripley Court is able to take scores from Educational Psychologist and Specialist Teacher reports commissioned to clarify learning needs or to give a diagnosis, for example of an SpLD. This would be used as guidance for the likelihood of meeting future thresholds when being formally assessed again in their secondary school to meet the requirements. The School however, follows the rules to comply with a pupil's 'normal way of working'.

22. Using a word processor

22.1. There is not a requirement for a pupil with an AA to use a word processor in exams. However, it is strongly recommended by JCQ that the use of word processors is clearly laid out in a policy and agreed by the senior management team. On this basis, Ripley Court School agrees that:

- A pupil cannot simply use a word processor because they now want to type rather than write in examinations or can work faster on a keyboard or because they use a laptop at home.
- Using a word processor must reflect the pupil's usual way of working within school.

22.2. The School wishes to set out the particular children which it considers would benefit from the use of a word processor. These are:

- A learning difficulty which has a substantial and long term effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning or organisational problems when writing by hand
- Poor handwriting accompanied by an OT report specifying that this goes well beyond that of a child in their age or stage of development.

22.3. The use of spell check, grammar check and predictive text is not allowed when the use of a word processor has been granted.

23. Separate invigilation

23.1. JCQ states that for students to be given a separate room, they must be disabled according to The Equality Act 2010 and it must be their normal way of working.

24. Deadlines

24.1. AAs for external formal exams such as GCSE's and A Levels have strict deadlines which Ripley Court do not have to adhere to as the School takes JCQ arrangements as good practice guidelines. However, the School does follow the JCQ advice that it must not award an AA only for official exams; the child/young person must have time to practice using any awarded AA and it must be their usual way of working.

24.2. Emergency applications are not included in this e.g. a broken arm, where prior exams would not have required the pupil to need these AAs.

25. Liaison

25.1. The School makes use of the following additional services:

- Educational Psychologists
- Behavioural Optometrist
- Speech and Language Therapists
- Occupational Therapist
- Clinical Psychologist
- Paediatrician

- CAMHS (Child and Adolescent Mental Health Service)
- Surrey Early Years Team

Appendix 2 – Reed’s School

26. Academic Support Department

- 26.1. The Academic Support Department consists of a full-time SENCO, Academic Support teachers who are fully qualified to deal with a range of specific learning difficulties, and a full-time administration assistant. The department also supports pupils who have English as an additional language (EAL). Academic Support teachers help pupils on an individual basis, in pairs or in a small group, depending on the level of need. The school also offers the services of a full-time Applied Behaviour Analysis (ABA) Counsellor to work with pupils.
- 26.2. The Department is situated in the Shell Building in four well-resourced classrooms that can accommodate groups up to 4. The Department has a wide range of teaching, learning and assessment materials to support pupils.

27. Pupil referral to the Department

- 27.1. Pupils come to the Department via a variety of routes:
- Pupils arrive at the School with specialist reports that have identified their need at their previous setting
 - Pupils have EHCPs
 - Initial testing for entrance to the School flagged up some difficulties
 - Pupils are identified by teachers.
 - Pupils are identified through the Lucid screening programme.
- 27.2. Pupils who are referred to the Department internally and do not have previous reports are assessed by the School Assessor with a comprehensive battery of tests. The appointed Assessor is also a specialist teacher in the Academic Support Department. The battery of tests includes tests for processing, reading speed, writing speed, working memory and short-term auditory memory, visual memory and aspects of non-verbal reasoning. The Assessor’s tests should provide enough information on the strengths and weaknesses of the pupil to successfully compile a plan for support. However, sometimes tests reveal the need for further investigation by other professionals and, in this instance, a referral to an Educational Psychologist, Occupational Therapist, or Speech and Language Therapist may be recommended.
- 27.3. The Department seek parents’/guardians’ consent and the pupil’s consent, before any initial testing. Parents/guardians are informed about the procedure for testing and the range of tests used. The SENCO will feedback the results to the parents and tutors to discuss a way forward and a plan for intervention. The SENCO will agree with the pupil’s tutor or pastoral leader how best to feed back the results to the pupil.

- 27.4. The English Department runs an online reading baseline assessment (star) for the First and Third Forms. These assessments provide detailed diagnostic reports with standardised scores which enable identification of children with reading difficulties so referrals to Academic Support can be processed and interventions put in place.

28. Academic Support Provision

- 28.1. Academic Support aims to help pupils who need specific intervention, due to their specific learning difficulty (SpLD), or for those pupils who may need a short boost in certain skill areas to increase their confidence. Support is also provided for those pupils with EAL needs, regardless of whether that pupil also has SEND needs.
- 28.2. All pupils who attend the Department have a Pupil Information Profile outlining their specific needs, strengths and weaknesses and what reasonable adjustments are necessary for them in the classroom and for examinations to access the curriculum. These profile documents are available to all teachers via SIMs and on SharePoint.
- 28.3. Once a pupil's need is identified, the Academic Support Teacher provides a plan of targeted intervention to support their pupil's needs; this is an APDR (Assess Plan Do Review). This plan is reviewed each term and at the parents' evenings arranged in line with the schedule for each year group. Parents/guardians and pupils provide feedback in terms of targets so that all parties agree with the intervention provided. The APDR plans are available to subject teachers for information about a pupil's SEN targets. When targets are achieved, new targets might be set for the following term unless an agreement has been reached that the pupil can learn independently and does not need any more Academic Support.
- 28.4. A multi-sensory approach to learning is taken with pupils in support lessons. Teaching programmes are tailored to suit a pupil's individual needs using a wide variety of apparatus to support teaching. A variety of educational Apps are used to make the work more interactive. In examination years, support involves learning study skill techniques to help cope with weaknesses in working memory, speed of processing and organisational difficulties.
- 28.5. Lessons are usually for half an hour, but some can be for an hour. They may be on an individual, shared or group basis. Pupils are taken out of lessons but not from core lessons, and they are not taken out of lessons that they have a particular strength or interest in.

29. English as an Additional Language Provision – EAL

- 29.1. Having English as an additional language is not a SEN need by itself, however there may be overlap with support put in place by the Academic Support Department for pupils with EAL as well as those with SEN.
- 29.2. Pupils with EAL are assessed prior to entry to Reed's in order to ascertain the level of their English language skills. Their skill level must be able to cope with the requirements of subject lessons.

- 29.3. Pupils who need support with their English skills are withdrawn for specific language tuition. In the Sixth Form EAL pupils can be taught by a specialist language teacher and take the Cambridge IELTS examination. These lessons take place during private study periods.
- 29.4. Pupils with EAL who have spent less than 3 years residing in the UK and have not been educated in English speaking schools before, have permission to use bilingual dictionaries in public examinations and will receive 25% additional time in public examinations. Bilingual dictionaries are not permitted for language exams. Any other EAL pupils may use a bilingual dictionary, during public examinations with no extra time, when permitted.

30. Access Arrangements for Public Examinations

- 30.1. Pupils who have SEND may be entitled to Access Arrangements in public examinations, such as additional time, a reader, scribe or prompt. For this to occur the pupil will have to be assessed in line with the current JCQ regulations regarding assessment ([JCQ - Access Arrangements and Reasonable Adjustments](#)). Parents/guardians may wish to have their child assessed externally by an Educational Psychologist (EP) or specialist teacher, but the final decision as to whether a pupil will receive additional time or other arrangement is made by the School in view of the evidence of pupil's past need, other assessment results and specialist reports.
- 30.2. Internal examinations – Pupils in First and Third Forms who have a history of need and scores to support their need in line with the JCQ regulations will receive Access Arrangements, such as additional time and other adjustments in internal examinations. To be able to keep their Access Arrangements in line with the JCQ regulation, pupils will need to be re-assessed in Y9 or any time before their GCSEs.
- 30.3. Prospective pupils – Pupils who require Access Arrangements, such as additional time or any other special arrangement when sitting the entry tests to the School must provide details of these arrangements. A copy of a professional assessment report should be provided to support these arrangements before these arrangements are made. Further information is available in the Admissions Policy.

31. The Use of Laptops and Other Computer Aided Technology

- 31.1. Reed's School encourages pupils to use laptops/iPads during lessons, iPads are provided by the School to students in 1st to 5th Form; Sixth Form students provide their own laptops.
- 31.2. The use of dictate on MS Word is available for those whose typing is not proficient due to their SpLD. The Read Aloud function on the MS Office Suite enables students to listen to text.

- 31.3. Students are expected to hand write any assessments unless they would be disadvantaged by a special educational need, these students are permitted to type. This access arrangement applies to both internal and external examinations.

32. Record Keeping

- 32.1. The Department has a locked cupboard where all the confidential files are kept. Each pupil who receives Academic Support and/or has Access Arrangements has a confidential, individual file, both in the cupboard and online.
- 32.2. The SEND Register enables staff to track the progress of pupils with SpLDs in the School, this is available on the SEN Marksheet in SIMs. This document outlines the pupil's specific learning difficulty, chronological age, recent test scores, exam arrangements, and ways to support the pupil in the classroom. A more detailed SEN register can be found on Sharepoint which gives the details of the pupil's diagnosis, access arrangements and needs, in addition this provides details of any regular support the pupil has had and targets that they are working on.
- 32.3. Department meetings are held every week to discuss matters pertaining to the running of the Department and individual pupils. This time is also used to discuss and share best practice. Minutes are made of these meetings and stored on Sharepoint.
- 32.4. Electronic communication regarding pupils with SEND is sent encrypted in compliance with the Data (Use and Access) Act 2025.