RGS WORCESTER

Special Educational Needs and Disabilities Policy (SEND)

This document applies to all four RGS schools, including EYFS

September 2026

Re-written: June 2026
Date of next review: June 2027

Table of Contents

1.1 Legislative Context

1.2 Definition of Special Educational Needs and Disabilities

1.3 Identification Criteria and Register Categories

2.0 Admissions and the Selective Criteria

2.1 Entry Principles and Ethos

2.2 Disclosure of Needs and Reasonable Adjustments

3.0 Identification, Assessment, and Review

3.1 Screening and Identification Pathways

3.2 Professional Assessment Standards and Reporting

4.0 Provision and Curriculum Accessibility

5.0 Quality Assurance and Effectiveness of Provision

5.1 Monitoring Framework

5.2 Departmental Evaluation Cycles

6.0 Pupils with an Education, Health, and Care Plan (EHCP)

6.1 External Admissions with an EHCP

6.2 Applications for Registered Pupils (EHC Needs Assessment)

7.0 Co-Production with Parents and Carers

8.0 Curriculum, Accessibility, and Medical Needs

8.1 Inclusive Classroom Strategy

8.2 Medical Conditions and Temporary or Acquired Disabilities

9.0 External Examinations (Senior & Dodderhill Schools)

9.1 Evaluation and Application Timelines

9.2 Regulatory Constraints on External Reports

10.0 English as an Additional Language (EAL)

11.0 Equality, Diversity, and Data Governance

11.1 Protected Characteristics

11.2 Data Protection (UK GDPR and Data Protection Act 2018) and Record Retention

12.0 Local offer

13.0 Complaints Procedure

14.0 Accessibility

15.0 Governors

16.0 SEND Policy Annex

1.1 Legislative Context

This policy is formulated in accordance with the statutory duties and guidance set out in the following legislation and regulatory frameworks:

- The Special Educational Needs and Disability (SEND) Code of Practice (0–25 years) 2015: The School has regard to the Code when making decisions and fulfilling its statutory duties toward pupils with SEND.
- The Equality Act 2010: The School ensures compliance with its statutory duty not to discriminate against disabled children and young people. The School is committed to making reasonable adjustments, including the provision of auxiliary aids and services, to ensure accessibility and equality of provision.
- The Children and Families Act 2014: Incorporating statutory guidance regarding supporting pupils with medical conditions.
- The Early Years Foundation Stage (EYFS) Statutory Framework.

This document is reviewed and updated annually. It should be read in conjunction with related school policies, including the *Admissions Policy*, *Teaching and Learning Policy*, *Behaviour Policy*, *Safeguarding Policy*, and *Complaints Procedure*.

1.2 Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Needs are categorised across the four broad areas defined by the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH)
4. Sensory and/or Physical Needs

A child under compulsory school age has SEND if they are likely to fall within this definition when they reach compulsory school age, or would do so if special educational provision were not made for them.

1.3 Identification Criteria and Register Categories

The School uses standardised screening scores and holistic tracking to categorise and support student needs on the internal register:

SEND Terms	Personalised Provision Descriptors
Universal	No areas of need identified.
Universal Plus	Standardised scores at or below 84 Monitored by staff within the classroom.
Targeted	Accessing short term group interventions
Targeted Plus	Accessing bespoke intervention package Holding a formal diagnosis Identified need
Specialist	Holding an EHCP Undergoing EHCP Assessment

2.0 Admissions and the Selective Criteria

2.1 Entry Principles and Ethos

Our entry procedures aim to ensure that admitted pupils will succeed, thrive, and fulfill their potential within this curriculum.

- EYFS (Nursery and Pre-Prep): Entry is non-selective. Worcestershire County Council's (the local authority's) guidance on the Graduated Response in Early Years settings is followed, alongside the EYFS statutory framework.
- Prep and Senior School: Entry is selective. Progression into Year 3 and above involves formal entry assessments in English, Mathematics, and reasoning.
- Key Stage Transitions: The School does not discriminate on the grounds of SEND. The School collaborates with parents to assess its professional responsibility and duty of care when offering places into the next academic phase, considering the fast-paced nature of the curriculum.

2.2 Disclosure of Needs and Reasonable Adjustments

Parents must disclose any known disability, SEND, or existing Education, Health and Care Plan (EHCP) at the time of application.

- Assessment Adjustments: Providing detailed information regarding a child's needs enables the School to implement reasonable adjustments (e.g., extra time, coloured paper, or laptop use) for the entrance examinations, ensuring fair access.
- Pre-Admission Consultation: Parents of applicants with SEND are invited to discuss their child's needs with the Headteacher, or the Personalised Provision Team/SENCO prior to entry. Where medical needs exist, consultation with the School Nursing team will be arranged to ensure appropriate care plans and medical supplies are in place.

3.0 Identification, Assessment, and Review

3.1 Screening and Identification Pathways

The School takes a proactive, strategic approach to identifying academic, pastoral, and physical needs across all key stages:

- Academic Needs: Identified via baseline cognitive assessments at strategic transition points, formal tracking of internal examination data, and standardised screening batteries administered to all pupils in Nursery and Years 1, 3, 5, 7, and 9 (as well as new starters).
- Staff and Self-Referrals: Referrals may be initiated by class teachers, parents, or through student self-referral (most common in Upper Senior years as academic and examination demands increase).
- Pastoral Needs (SEMH): Supported in close collaboration between the Personalised Provision team and the Pastoral structures (Heads of Year/Section and Assistant Head of Pastoral). Where appropriate, the Personalised Provision team delivers targeted social skills intervention groups as part of Wave 2 provision.
- Sensory and Physical Needs: Managed in accordance with advice from the pupil's healthcare practitioners. Where physical disabilities impact site access, accommodations are reviewed against the restrictions of the school's historic and listed buildings via each school's Accessibility Plan.

3.2 Professional Assessment Standards and Reporting

Screening and assessment data are shared with parents through written reports and disseminated internally to teaching staff securely via iSAMS.

- Assessor Qualifications: Internal assessments are conducted by qualified Specialist Teacher Assessors who engage in regular moderation and peer reflection.
- External Reports: In line with Joint Council for Qualifications (JCQ) guidelines, the School reserves the right not to accept external diagnostic reports from practitioners lacking appropriate practicing certificates. The School may conduct its own internal screening to investigate flagged needs.
- Fluctuation of Scores: Standardised screening scores can change as children mature. Screening data used to award adjustments (such as extra time) up to the end of Year 8

are valid for a maximum of two years. Adjustments are re-assessed in Year 9 to align with external examination regulations.

4.0 Provision and Curriculum Accessibility

The School operationalises support through a three-tiered Graduated Response framework:

Wave One: Universal Provision & Quality First Teaching

RGSW adopts a strategic, proactive approach to the early identification and support of special educational needs and disabilities (SEND), ensuring that all pupils are empowered to become independent learners and fulfil their potential. In line with the SEND Code of Practice's focus on the Graduated Response, universal provision is rooted in high-quality Quality First Teaching, where class and subject teachers lead classroom personalisation and adaptations. Across the EYFS, Prep, and Senior stages, regular monitoring, standardised screening (in Years 1, 3, 5, and 7, 9 and for new starters), and internal progress reviews ensure underachievement is quickly identified and addressed. To facilitate smooth key stage transitions, information is robustly shared with key staff and parents, with extended transition opportunities provided for select students. Universal adjustments include targeted professional development for staff, visual accommodations such as colored materials for confirmed needs, and cooperation with external agencies or dual placements when required.

Wave Two: Targeted, Short-Term Group Interventions

When a pupil's progress reviews or teacher referrals indicate a discrepancy between ability and attainment that Quality First Teaching alone cannot bridge, the school escalates to Wave Two targeted support. This stage consists of planned, short-term group interventions designed to accelerate progress and support specific areas of difficulty, led by class teachers or members of the Personalised Provision team. At the Prep level, these group sessions focus heavily on the mastery of basic literacy and numeracy, while also including memory, cognitive skills, and study strategies in the Senior School.

Wave Three: Specialist, Individualised Provision

For pupils requiring intensive, highly personalised support, Wave Three provides specialist individualised provision. For older pupils, advanced study skills, exam strategies, and cross-curricular organisation. In alignment with the SEND Code of Practice, parents are central partners in this process; clear, transparent consultation takes place regarding personalised intervention strategies, exit criteria (which value both academic progress and self-esteem). While regular reading and spelling tests track ongoing outcomes, full educational assessments can be arranged through Specialist Teacher Assessors or external recommendations at the parents' expense, ensuring staff are fully equipped to cater to the student's highest-level needs.

5.0 Quality Assurance and Effectiveness of Provision

The Personalised Provision department evaluates its effectiveness through a rigorous **Assess, Plan, Do, Review** framework. Because individual progress rates vary across the age groups (2–18), monitoring tracks short-, medium-, and long-term milestones.

5.1 Monitoring Framework

- **Short-Term (Termly Review):** Maintenance of precise intervention records on iSAMS, evaluation of pupil attendance and classroom attitudes, tracking progress against Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) targets, and cross-referencing qualitative feedback from subject teachers, parents, and pupils.
- **Medium-Term (Annual Review):** Data-driven analysis of standardised reading and spelling scores to measure progress over time. Work scrutiny is conducted to verify the transference of skills from specialist lessons to regular classroom workbooks.
- **Long-Term (Key Stage Review):** Comparative analysis mapping baseline and screening results against internal entrance exams, external data (such as MidYIS or Yellis), and final GCSE and A-Level outcomes. Department performance is also cross-referenced against independent inspections (ISI).

5.2 Departmental Evaluation Cycles

Annually during the Summer term, the Director of Personalised Provision and the respective school SENCOs execute the following quality assurance measures:

- **Academic Strategy Adjustments:** Formulate evidence-based recommendations to parents regarding the continuation, modification, or cessation of individual sessions.
- **Staff Compliance Audits:** Liaise with Heads of Department (HODs) to ensure teaching staff actively use iSAMS profiles and Personalised Learning Profiles (PLPs) to differentiate and personalise classroom learning.
- **Student Voice Surveys:** Conduct structured student feedback discussions to evaluate the perceived value of classroom accommodations and intervention.

6. Pupils with an Education, Health, and Care Plan (EHCP)

An Education, Health, and Care Plan (EHCP) is a statutory document for children requiring educational support beyond what is ordinarily available within the School's standard offer.

6.1 External Admissions with an EHCP

The School welcomes applications from prospective pupils holding an EHCP.

- **Admissions Process:** The applicant must meet the school's academic standards via the standard Entrance Examinations.

- Consultation: Following successful academic assessment, the School will review the EHCP alongside the Local Authority (LA) to determine whether the School can reasonably meet the specified needs.
- Funding and Transition: The School will issue a provision costings to the LA. The child cannot be placed on roll until the LA formally confirms agreement to fund the additional specialist support required.

6.2 Applications for Registered Pupils (EHC Needs Assessment)

If a pupil already on roll fails to make sufficient progress despite sustained interventions across Waves 1, 2, and 3, a request for an Education, Health and Care needs assessment (EHCNA) may be initiated.

- School-Led Applications: In consultation with parents, the SENCO and Headteacher will compile and submit evidence to the Local Authority to assess whether the child's requirements exceed the School's standard resources. This may identify a need for dedicated Learning Support Assistant hours or specialist provision.
- Parent-Led Applications: Parents retain the statutory right to request an EHCNA directly from their Local Authority. The School will provide the required evidence portfolio to the LA in response to parental requests. The School reserves the right to charge an administrative fee for the extensive preparation of paperwork corresponding to independent parental requests.

7.0 Co-Production with Parents and Carers

The School operates under a philosophy of co-production, recognising parents and carers as central partners in shaping SEND provision.

- Information Dissemination: The Personalised Provision team maintains regular, transparent communication regarding pupil concerns, screening data, and support strategies via official reports, secure emails, telephone consultations, and formal reviews.
- Reporting Expectations: Parents are expected to share any external clinical, psychological, or medical assessment reports with the school SENCO promptly to ensure a unified approach to support.
- Stakeholder Feedback: Parent consultations are embedded into annual policy reviews. Direct inquiries or feedback regarding SEND provision can be directed to the Director of Personalised Provision.

8.0 Curriculum, Accessibility, and Medical Needs

8.1 Inclusive Classroom Strategy

All teachers are teachers of pupils with SEND. In alignment with Quality First Teaching, academic departments are expected to integrate inclusive practices into daily lesson plans.

- Subject teachers track performance metrics to identify underlying learning needs. Less-than-expected progress is flagged if a pupil's trajectory is significantly slower than peers from the same baseline, fails to match their own historical rate of progress, or widens an attainment gap despite high perceived innate ability.
- Lessons are organised to eliminate barriers to participation. Dyslexia-friendly formatting and assistive technologies are explicitly integrated through the School's Digital Learning Programme.
- In exceptional circumstances, and following consultation with parents, subject teachers, and the Head of Section and/or Assistant Head (Academic), a pupil may be permitted to drop a specific subject to facilitate supervised independent study or supplementary skills support.

8.2 Medical Conditions and Temporary or Acquired Disabilities

The School distinguishes between distinct medical conditions, physical disabilities, and learning needs, working dynamically with the School Nursing Team to provide holistic care.

- Acquired or Long-Term Disabilities: Pupils who sustain or develop long-term disabilities during their tenure are supported with best endeavors to ensure retention. While much of the campus is wheelchair accessible, structural limitations exist due to the historic, listed status of several school buildings. Room re-allocations and reasonable schedule modifications will be evaluated to maintain access to peer groups.
- Temporary Injuries: Short-term mobility issues (e.g., broken limbs) are managed safely via medical accommodation within the School Nursing facilities, with academic coursework systematically delivered to the pupil.
- Emergency Evacuation Protocols: For any pupil whose physical or sensory disability restricts their speed or safety during an emergency, a formal Personal Emergency Evacuation Plan (PEEP) will be drawn up collaboratively by the Phase Lead, Head of Year, or SENCO alongside the Estates Manager.

- **Medical Conditions and Allergies:** Pupils with medical conditions, including allergies, are supported in line with the School's Supporting Pupils with Medical Conditions Policy, the DfE guidance Supporting pupils at school with medical conditions, the DfE allergy guidance for schools and Keeping Children Safe in Education 2026. Individual Healthcare Plans are drawn up by the School Nursing Team with parents and shared with the SENCO where the condition affects learning or examinations.

9.0 External Examinations (Senior & Dodderhill Schools)

The School complies with the regulations of the Joint Council for Qualifications (JCQ), in particular AARA 2026-27, and the Equality Act 2010 when administering Access Arrangements for public examinations (GCSE and A-Level).

9.1 Evaluation and Application Timelines

- Testing Window: Formal screening for Access Arrangements occurs from Year 9 upward. Testing is conducted by internal Level 7 Specialist Assessor practitioners authorised by the School, and incurs an additional fee.
- Approval Authority: The School compiles the requisite documentation and standardised psychometric scores to submit to AAO. Applications that need approval, such as 25% extra time, are made through Access arrangements online (AAO), the JCQ system, and are approved by the awarding bodies. Arrangements delegated to the centre, such as supervised rest breaks and the use of a word processor, are approved by the SENCO in line with JCQ Access Arrangements and Reasonable Adjustments (AARA) 2026-27.
- Submission Deadlines: In accordance with the School's *Examinations Policy*, final applications must be processed before the strict cut-off dates specified by the JCQ for the Summer exam series. Retrospective modifications cannot be accommodated beyond these dates.

9.2 Regulatory Constraints on External Reports

Parents may submit private external diagnostic profiles (e.g., Independent Educational Psychologist reports) for consideration. However, to satisfy non-negotiable JCQ mandates, the following criteria must be met:

- Timeline Constraint: The assessment must have been completed *after* the start of the pupil's Year 9 academic year.
- Assessor Credentials: The external practitioner must hold valid, JCQ-recognised professional qualifications, including a current Assessment Practising Certificate (APC).
- Prior Core Liaison: The external assessor must establish direct contact with the school SENCO *before* conducting the testing battery to integrate the school's documented history of needs into the report.
- Normal Way of Working: Clinical or medical diagnoses (such as ADHD or ASD) do not automatically qualify a candidate for exam adjustments. The arrangement requested must be firmly evidenced as the pupil's continuous, documented "normal way of working" within their daily classroom environment and internal school assessments.

10.0 English as an Additional Language (EAL)

The School maintains a clear distinction between language acquisition profiles and educational learning difficulties.

- Cross-reference the separate *English as an Additional Language (EAL) Policy*.
- Assessment Protocol: Admitted pupils identified as requiring language support undergo localised assessments to calibrate classroom assistance and targeted language groups.
- Differential Identification: Staff exercise rigorous care when evaluating multilingual pupils to determine if a lack of academic progression stems from English language

constraints or an underlying learning difficulty or disability. Linguistic limitations alone do not constitute SEND.

11.0 Equality, Diversity, and Data Governance

11.1 Protected Characteristics

The Personalised Provision department is committed to parity of access across the curriculum regardless of gender, race, or any other protected characteristic under the Equality Act 2010. The department employs systematic screening safeguards to minimise the risk that the learning needs of pupils from ethnic minority backgrounds, or of girls or boys, are misrecognised or overlooked.

11.2 Data Protection (UK GDPR and Data Protection Act 2018) and Record Retention

SEND records are governed securely in line with the School's *Data Protection Policy*:

- Dedicated pupil SEND files are retained securely until the individual reaches the age of 25, at which point they are destroyed.
- Secure SEND files and historic Access Arrangement profiles are requested from previous schools upon entry and systematically transferred to future educational destinations upon departure to maintain continuity of provision.
- Upon a pupil leaving the School, original physical records of Access Arrangements are made available for parental collection. The School does not maintain subsequent copies of these files once dispatched.

12.0 Local offer

As an independent school, RGSW does not have access to the services in the 'local offer' except for EYFS, where local authority guidelines are followed. Personalised Provision is however able to advise parents seeking specialised assessment for their child, such as educational psychologists or medical assessments and urges them to look on the local authority website for relevant information about local SEND charities and provision. More can be found here: http://www.worcestershire.gov.uk/sendlocaloffer

13.0 Complaints Procedure

If parents or carers wish to challenge a SEND decision or register a concern, they are directed to the following resolution pathway:

1. Informal Resolution: Initial concerns should be brought directly to the Class/Form Teacher or the Director of Personalised Provision for localised investigation and remediation.

2. Formal Escalation: If an informal resolution cannot be achieved by mutual agreement, parents are directed to invoke the official *School Complaints Procedure* accessible on the School's website.

14.0 Accessibility

School Environment

RGSW is committed to supporting campus access for all pupils. While some of our historic and listed buildings present physical limitations, we proactively implement reasonable adjustments to ensure full inclusion:

- Flexible Timetabling: Relocating lessons to accessible, ground-floor classrooms to accommodate pupils with mobility needs.
- Temporary Access: Deploying portable ramps to facilitate smooth entry for wheelchair users during daily activities and school events.

Assistive Technology

Through our Digital Learning Programme, assistive technology is seamlessly integrated into daily school life to remove barriers to learning:

- Device Integration: iPads and laptops are widely utilised as a standard, normal way of working for pupils who benefit from this adjustment.
- Digital Leaders: A collaborative student and staff initiative that actively explores and promotes innovative tools for accessible learning.

Accessibility Plan

Each individual school within RGSW maintains its own dedicated Accessibility Plan. Please refer to these documents for detailed information regarding our current strategic aims, targets, and ongoing physical site improvements.

15.0. Governors

Review and endorse all school policies on an annual basis.

The Governor with responsibility for SEND is Mrs Laura Brown. She meets termly with the Director of Personalised Provision to ensure compliance with the Personalised Provision aims and the School's commitment to the Equality Act (2010) through its Personalised Provision, receiving regular updates and reports throughout the year.

Sponsors: Deputy Head (Academic) RGS Worcester, Headmaster RGS The Grange, Phase Lead RGS Springfield, Headmistress RGS Dodderhill and the Director of Personalised Provision [Learning Development] Reviewed, updated and amended: September 2018, September 2019, September 2020, September 2021, September 2022, September 2023, September 2024, September 2025, June 2026 (re-written), November 2026

16. SEND Policy Annex

Current Staff:

Director of Personalised Provision / SENCO at RGS Worcester: Mrs Louise Chance, lsc@rgsw.org.uk LDPP@rgsw.org.uk

Head of Personalised Provision / SENCo at RGS The Grange: Mrs Alison Taylor, ajt@rgsw.org.uk

Head of Personalised Provision / SENCo at RGS Dodderhill: Mrs Jane Ferguson, jrf@rgsw.org.uk LDDodderhill@rgsw.org.uk

Teachers in the Personalised Provision Department:

Mrs Naomi Berry
Mrs Catherine Casey
Mrs Polly Kippax
Mrs Claire Suttling

Other Staff with Responsibility for SEND Provision:

RGS Dodderhill: Ms Amy Page (Headteacher)
RGS Springfield: Mrs Ashleigh Chalmers (Nursery Lead)
RGS The Grange: Mr Gareth Hughes (Headmaster)
RGS Senior: Ms Hannah Talbot (Deputy Headteacher) and Mr John Pitt (Headmaster)