



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

(Statutory Policy)

Agreed by the full Governing Body
To be reviewed
(reviewed every year)

Autumn 2025
Autumn 2026

This policy, in line with the Dame Alice Owen's School [Single Equality Policy](#), is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND).

This policy aims to:

- identify students with SEND and ensure that their needs are met.
- enable each student to overcome or accommodate their difficulties.
- ensure that all learners make optimum progress and achieve their full academic potential.
- ensure that students with SEND are encouraged to access all relevant school activities.
- enable each student to maximise their self-esteem.
- ensure that learners express their views and are fully involved in all decisions affecting their education.
- ensure effective communication between parents and school regarding their child's additional needs.
- promote effective partnership and involve outside agencies when appropriate.

Identification

Students with SEND have an identified difficulty in accessing learning within the curriculum and may require additional/tailored educational provision which is supplementary to, or different, from normal provision in mainstream schools.

Dame Alice Owen's School endeavours to meet the additional needs of all learners regardless of their ability, gender, social background, ethnicity or language. We pride ourselves on our ability to work proactively in providing support for learners, whether their additional need be short term or lifelong.

Review

The success of the School's SEND policy will be assessed against the stated objectives and the termly report provided to the Curriculum Committee will review the implementation of the policy and the effectiveness of the provision made.

Mr Adam Wharton is the **named SEND Coordinator and Head of Learning Support (LS)**.

Mr Alan Morton is the **identified Governor for Learning Support**.

The Governing Body as a whole is responsible for ensuring appropriate provision for students with SEND.

Admissions

The Governing Body supports the Local Authority (LA) **admissions criteria** which do not discriminate against students with SEND and our Admissions Policy has due regard for the guidance in the Special Educational Needs and Disability Code of Practice 2015.

Parents or carers seeking the admission of a student with an Education, Health and Care Plan (EHCP) are advised to approach the school well in advance to ensure appropriate consultations can take place.

Other students with SEND are admitted on the same admissions criteria as published annually. Students with SEND applying to sit the Governors' Entrance Examination may be granted special dispensations such as extra time or enlarged question papers. Such applications must be supported by recent written evidence from the student's primary school outlining the student's normal way of working. We may additionally request reports from other external bodies i.e. from an educational psychologist, the Dyslexia Association or from other health professionals.

The school caters for a wide range of needs relating to the 4 broad areas of need (communication and interaction, cognition and learning, social emotional and mental health and sensory and or physical need). As and when new buildings are added to the site the design of these will be in line with current legislation and be accessible to students, parents and visitors with physical disabilities.

Identification and records

The school is committed to **early identification of SEND** and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015 and the Disability and Equality Act 2010. A range of evidence is collected using standard assessment and monitoring processes, such as primary records, Cognitive Ability Tests (CATs) and in-house testing. Subject teachers are responsible for assessing and monitoring students' progress in their specific subject and for liaising with the Head of Learning Support. This is a continuous process and where progress falls below expectations teaching staff will liaise with the Head of Learning Support.

The Head of Learning Support produces a register of students identified with SEND using information gathered from primary school records and discussions with parents and external agencies. This register is regularly updated and made available to all staff in the staff shared area. Comprehensive records of all students on the LS register are held securely in the school office and should be treated by all staff as strictly confidential. Student profiles and provision mapping outline the additional support provided for some students on the LS Register and Risk Assessments are drawn up for some vulnerable students.

EHCP (Education Health and Care Plans) students.

Students with EHCPs will have the statutory annual review in school. Their progress and the support as outlined in their EHCP will be discussed and the report issued by the LA will be completed and sent to all relevant parties. An EHCP may be discontinued by the LA when a student is deemed to have made sufficient progress. If a student is making insufficient progress, despite significant support and intervention, further advice and support from external professionals may be sought. Students and parents will be fully involved and kept informed about proposed interventions and the involvement of these agencies.

The school will liaise with any relevant agencies to arrange Transition Plans from Years 9 - 13, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. An EHCP (Education, Health and Care Plan) Transition Plan is a customised support plan for a child or young person moving to a new educational phase, like from primary to secondary school, or to a post-16 setting. It is developed through a formal review process, with specific deadlines for amending the EHCP and naming the new school or setting. The plan is informed by the individual's needs and aspirations and includes detailed arrangements for education, health, and care to ensure a smooth transition.

When students move to another school, their records will be transferred to that school within 15 days of the student being removed from our registers, as required under the Education (Pupil Information) Regulations 2009.

External support services

These services play an important role in supporting the school; to identify, assess and make provision for students with SEND, these include:

- The schools linked Educational Psychologist (EP).
- Special advisory teaching services
- Additional Herts teams.
- Private agencies, such as psychologists and therapists.
- Medical teams

The school aims to involve parents at all stages of their child's education and the LS Department encourages regular contact via email. Further details and links to the **local offer** can be found in the schools SEN information report, contained in the learning support area.

Mr A Wharton
Head of Learning Support, September 2025