



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

UG School (Preschool – Year 12)

Owners	Head of the School
Reviewers	Primary Learning Support Coordinator, Head of Secondary, Head of Primary
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PURPOSE

Introduction

The SEND Policy at UG School reflects the school's mission to value every learner equally and provide opportunities for all students to:

- fulfil their potential;
- develop confidence and self-esteem;
- enjoy and value learning;
- build personal responsibility and respect.

Aims and Objectives

The policy establishes a supportive framework to ensure pupils requiring assistance are:

- identified;
- assessed;
- supported;
- monitored.

Special Needs encompass:

- speech, language and communication;
- cognition and learning;
- sensory needs;
- social, emotional and mental health.

UG School aims to meet these needs, whether mild or severe, short or long term.

POLICY

Guidelines



When a pupil is identified with SEND:

- Teachers, in consultation with the Learning Support Coordinator, design interventions beyond the usual differentiated curriculum.
- Subject/Class Teachers remain responsible for daily support and delivery of individualised programmes.
- Learning Support Coordinator leads in planning interventions, monitoring progress, devising Individual Education Plans (IEPs), and coordinating specialist involvement.

External School Action

For severe cases, UG School may:

- engage external professionals (speech therapists, psychologists) at additional cost;
- arrange assessments by the SEN Assessor;
- employ 1:1 Teaching Assistants where necessary, in consultation with parents.

WORKING WITH PARENTS AND PUPILS

- Positive collaboration with parents is central.
- Pupils' views are considered in target-setting.
- All SEND pupils are entitled to a broad, balanced curriculum.

IMPLEMENTATION

Identification of SEND

Information is gathered from:

- referral forms;
- end-of-year assessments;
- Target Tracker;



- staff observations;
- SEN Assessor and Counsellor input.

SEND Register

- Maintained by the Coordinator.
- Updated regularly.
- Pupils formally assessed are placed on the register and monitored termly.

ACCESS TO NATIONAL CURRICULUM

- All teachers deliver the National Curriculum to pupils of all abilities.
- Differentiation ensures access for SEND pupils.
- In-service training supports staff with strategies.

INCLUSION

- SEND pupils are fully included in mainstream school life.
- Participation in sport, drama, music, trips, and extracurricular activities is encouraged.
- Withdrawal lessons are minimised to avoid disruption.
- More Able and Talented (MAT) pupils are also supported under SEND, with a MAT Coordinator maintaining subject-specific registers.

ASSESSMENT SUPPORT

- Heads of Primary/Secondary and Examinations Officer ensure exam concessions where appropriate.
- The Coordinator guarantee SEND pupils receive assessment support across all Key Stages.