



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

1. Purpose

The school is committed to providing an inclusive learning environment in which students with Special Educational Needs (SEN) are identified, supported and able to access the curriculum successfully. The school recognises that students have different learning needs and that some students may require reasonable adjustments, targeted strategies, differentiated approaches or additional support. The purpose of this policy is to establish a clear and consistent process for identifying and supporting students with SEN. It sets out the responsibilities of the SENCO, teachers, students and parents/carers and establishes the procedures for the creation, implementation and review of Individual Learning Plans (ILPs). The SENCO is responsible for coordinating SEN provision across the school and for ensuring that appropriate information and strategies are communicated to the staff working with each student.

2. Identification and Notification of SEN

Parent/carer should provide relevant documentation to the SENCO or designated school contact. Where administrative processing is required, the school office may receive only the information necessary for secure recording and administration. For a diagnosis or professional recommendation to be formally considered by the school, documentation must be provided by an appropriately qualified and officially registered medical or other relevant professional. Documentation must clearly identify the professional responsible for the assessment and must be sufficiently detailed for the school to understand the student's identified needs and any relevant recommendations. All documentation provided to the school must be written in English, Italian or Slovene. Where documentation is provided in another language, the parent/carer will be responsible for providing an appropriate translation into one of these three languages before the school can formally consider the information.

Original diagnostic reports and other official documentation provided by parents/carers should be submitted to the SENCO or another designated member of staff for secure recording. The original documents will be returned directly to the parent/carer after the necessary information has been securely recorded. The school will not retain original diagnostic documents unless there is a specific legal or administrative requirement to do



so. The SENCO is the designated member of staff responsible for receiving and reviewing official diagnostic recommendations and for communicating with parents/carers regarding how those recommendations may be considered within the school setting. Parents/carers should direct questions relating to the implementation of professional recommendations and SEN provision to the SENCO rather than individual classroom teachers.

Following receipt and review of the relevant information, the SENCO will create an Individual Learning Plan (ILP) for the student. The ILP will identify the student's individual learning needs, areas of strength, potential barriers to learning and the strategies and reasonable adjustments considered appropriate to support the student within the school environment. The SENCO may consult with the student's teachers, the student and the student's parents/carers when developing the ILP. This consultation is intended to ensure that the plan reflects the student's individual circumstances and that the strategies identified are practical and appropriate within the school setting.

Once completed, the ILP will be shared with the teachers who teach the student and with the student's parent/carer. Teachers are expected to familiarise themselves with the ILP and implement the strategies and adjustments identified within it. The ILP is a working document and may be amended when there is evidence that the student's needs or circumstances have changed. The ILP will be formally reviewed at least annually, or sooner where the SENCO considers that a review is necessary.

3. SEN Referral and Support Procedure

3.1 Parent/Carer Notification

Parents/carers are encouraged to inform the school as soon as possible if their child has an identified SEN, learning difficulty, medical condition or other need that may affect their education, participation, health, safety or wellbeing at school. Parents/carers should provide the SENCO or designated member of staff with any relevant professional documentation and information that may assist the school in understanding the student's needs. Where appropriate, parents/carers will be asked to complete and sign the school's SEN Parent Information and Consent Form. This confirms that the information provided may be considered by the school for the purpose of assessing the student's educational needs and planning appropriate support. Parents/carers should inform the school if there are any changes to the student's needs, diagnosis, treatment or professional recommendations that may affect the student's education or wellbeing.

3.2 School Review



Following receipt of relevant information, the SENCO will review the information provided and determine whether further discussion, observation, an ILP or additional support may be appropriate. The SENCO may consult with relevant teachers and other staff members who have a legitimate professional need to know information relevant to supporting the student. The school will consider the student's educational needs, strengths, barriers to learning and any reasonable adjustments that may be appropriate within the school's educational setting. The school may request further information from the parent/carer where this is necessary to understand the student's needs and plan appropriate support.

3.3 Sharing of Information

Information relating to the student's SEN or medical needs will be shared only with staff members or external professionals who have a legitimate professional need to know the information in order to support the student's education, health, safety or wellbeing. Teachers and other staff members will normally receive only the information relevant to their role and the support they are expected to provide. Unnecessary medical, diagnostic or personal information will not be routinely shared. Where information needs to be shared with an external professional or organisation, the school will consider the applicable legal requirements and, where required, obtain the appropriate parental consent or other lawful basis before doing so.

3.4 Development of the ILP

Where the SENCO determines that an ILP is appropriate, the SENCO will develop the ILP based on the information available to the school. The SENCO may consult with the student's teachers, the student and the student's parents/carers when developing the ILP. The ILP will identify the student's educational needs, strengths, potential barriers to learning, agreed strategies and reasonable adjustments. The completed ILP will be shared with the relevant teachers and the parent/carer. Teachers are responsible for implementing the agreed strategies and adjustments within their teaching.

3.5 Review

The SENCO will monitor the student's provision and review the ILP at least annually, or sooner where there is a significant change in the student's needs or circumstances. Parents/carers may contact the SENCO at any time if they have concerns about the student's SEN provision or believe that the student's needs have changed. Where appropriate, the SENCO may request an updated professional assessment or additional information from the parent/carer.



4. Teacher Concerns and SENCO Observation

Teachers may raise concerns with the SENCO when they believe that a student is experiencing difficulties with learning, organisation, communication, participation, behaviour or access to the curriculum. A teacher may also request that the SENCO observe a student within the classroom in order to gain a better understanding of the student's needs and provide professional feedback. The SENCO may observe students across different lessons and learning environments where appropriate. Following an observation, the SENCO may provide the teacher with feedback regarding the student's engagement, access to learning, response to teaching strategies and any potential barriers identified. The SENCO may also recommend strategies or adjustments that the teacher could implement within the classroom. These recommendations do not constitute a diagnosis. The SENCO will determine whether further monitoring, an ILP, additional intervention or referral for professional assessment may be appropriate. A teacher requesting an SENCO observation does not automatically mean that the student will receive an ILP or be identified as having SEN. The SENCO will consider the available evidence and determine the appropriate next steps.

5. Individual Learning Plans

The ILP is the school's primary document for communicating the educational support required by a student with SEN. It is intended to ensure that staff have clear and practical guidance regarding how the student can best be supported within the classroom. The ILP will be based on the information available to the school, including professional documentation, classroom observations, teacher feedback, student voice and relevant information provided by parents/carers. The school recognises that a diagnosis does not prescribe a single approach to education. The SENCO, in consultation with relevant staff, will determine the strategies and adjustments that the school considers appropriate and reasonably practicable within its educational setting.

The ILP may include classroom strategies, reasonable adjustments, specific targets, approaches to teaching and learning, monitoring arrangements and any additional intervention considered appropriate by the SENCO. Where the SENCO identifies a specific area of difficulty or an identified target that would benefit from additional intervention, the SENCO may provide or arrange individual one-to-one support for the student. This support may take place on a weekly or bi-weekly basis, depending on the student's needs and the nature of the intervention. One-to-one support may focus on a specific academic, organisational, communication, learning or other educational target identified through the student's ILP or ongoing monitoring. The frequency and duration of



one-to-one support will be determined by the SENCO according to the student's individual needs and the school's available provision. This support will be monitored and reviewed to determine whether it is having the intended impact and whether it should continue, be adapted or be discontinued.

6. Parent and Carer Involvement in the ILP

The school recognises the importance of working collaboratively with parents/carers. Parents/carers will be provided with a copy of their child's ILP and will be given appropriate opportunities to provide information regarding their child's learning needs. Parents/carers may provide relevant professional information, observations or concerns which may assist the school in determining appropriate support. The SENCO will consider this information when creating and reviewing the ILP. The SENCO is the designated point of contact for parents/carers regarding official diagnostic recommendations and their consideration within the school setting. Teachers should refer parents/carers to the SENCO where questions relate to diagnosis, professional recommendations, SEN provision or the content of an ILP.

However, the ILP is a school document, and the final decision regarding its content, strategies, reasonable adjustments and educational provision remains with the school and the SENCO. If a parent/carer is unhappy with the content of an ILP, they have the right to request a meeting with the SENCO to discuss their concerns. The SENCO will listen to the concerns raised and consider whether any amendments are appropriate. A request for a meeting does not mean that the parent/carer can require specific provisions, strategies, one-to-one support or additional staffing to be included in the ILP. The school will consider the information provided by the parent/carer, but the final decision regarding the student's ILP and educational provision remains with the school.

7. Primary SEN Protocol

In Primary, the SENCO will work closely with class teachers and relevant staff to monitor students with identified SEN. The SENCO will sit in on a number of lessons throughout the school week, where appropriate, to observe how students are accessing learning and to identify any barriers or areas where additional strategies may be beneficial.

Classroom observations will allow the SENCO to develop an understanding of how the student responds to different teaching approaches and whether the strategies identified within the ILP are supporting the student effectively. Teachers may also request that the



SENCO observe a student where they have a concern or would like professional feedback regarding a student's learning, engagement or classroom behaviour. Following observations, the SENCO will discuss relevant concerns, observations and strategies with the student's teacher. These discussions will focus on the student's access to learning, engagement, progress and the effectiveness of the strategies currently being used. Where necessary, the SENCO will work with the teacher to identify alternative or additional approaches. The SENCO may also recommend targeted intervention or additional classroom support where observations indicate that this is required.

Where the SENCO identifies that a Primary student requires additional adult support to access learning effectively, the SENCO may recommend and arrange Teaching Assistant (TA) support within the classroom. The SENCO will determine the nature, frequency and purpose of the TA support based on the student's identified needs, classroom observations, teacher feedback and the ILP. TA support may be provided individually or within a small group and is intended to support access to learning while promoting the student's independence. The provision will be monitored by the SENCO and may be increased, reduced, adapted or discontinued depending on the student's progress and changing needs.

The SENCO will conduct a monthly check-in with each Primary student who has an ILP. These meetings will provide an opportunity for the student to discuss how they feel they are progressing, what they find helpful and whether they are experiencing any difficulties.

The SENCO will also maintain regular communication with the relevant teachers. A formal monthly teacher meeting may be used for this purpose, although teacher discussions may also take place as part of other scheduled staff meetings where concerns about a student are being raised. This approach allows concerns to be identified and addressed promptly rather than waiting for the student's annual ILP review.

8. Secondary SEN Protocol

In Secondary, the SENCO will work with the student's subject teachers to ensure that identified needs and agreed strategies are understood and implemented across the student's different learning environments. The SENCO will sit in on a number of lessons throughout the school week, where appropriate. This will allow the SENCO to observe how the student accesses different subjects and whether the strategies identified within the ILP are supporting the student effectively across different classroom environments.



Teachers may also request that the SENCO observe a student where they have concerns or would like professional feedback regarding the student's learning, engagement, organisation or access to the curriculum. Classroom observations may consider the student's engagement, organisation, independence, access to instructions, participation, progress and response to agreed strategies.

Following observations, the SENCO will discuss relevant concerns and strategies with the appropriate subject teachers. Where a particular subject presents additional barriers, the SENCO will work with the relevant teacher to identify appropriate approaches. The SENCO will conduct a monthly check-in with each Secondary student who has an ILP. These meetings provide an opportunity for the student to discuss their experience of learning, identify any difficulties and provide feedback on the support they are receiving.

From Year 10 onwards, students have the right to decline the SENCO's monthly student check-in. The SENCO will respect the student's decision where they choose not to participate. Declining a monthly check-in does not remove the student's ILP, SEN provision or access to support, and the SENCO will continue to monitor the student's provision through appropriate communication with teachers and other relevant staff.

The SENCO will also conduct monthly check-ins with the relevant teachers of students with ILPs. These may take place through a dedicated SEN meeting or within other staff meetings where concerns about a student are being discussed. Where concerns are raised during these meetings, the SENCO may observe the student again, discuss additional strategies with teachers, amend the ILP where appropriate or consider whether additional intervention is required.

9. Additional SEN Intervention and Support

SEN support may take a number of forms depending on the individual needs of the student. Where the SENCO identifies a specific area that requires additional development, the SENCO may provide or arrange targeted one-to-one intervention on a weekly or bi-weekly basis. The purpose of this intervention will be clearly identified and may focus on a specific learning difficulty, academic target, organisational skill, communication skill, study strategy or other area relevant to the student's educational needs.

One-to-one intervention will not automatically be provided to every student with an ILP. It will be introduced where the SENCO determines that targeted intervention is



appropriate and beneficial. The SENCO will determine the nature, frequency and duration of any additional intervention and will review its effectiveness regularly.

10. Monitoring and Review

SEN provision will be monitored continuously throughout the academic year. The SENCO will use classroom observations, student check-ins, teacher feedback and communication with parents/carers to evaluate whether the strategies identified within an ILP remain appropriate. The SENCO will formally review each ILP at least annually. However, a review may take place sooner if there is a significant change in the student's circumstances, if the student's needs change, if concerns are raised by staff or parents/carers, or if the current strategies are not having the intended impact.

Where a review identifies that changes are necessary, the SENCO may update the ILP and communicate the revised provision to the relevant staff and parents/carers. Additional one-to-one intervention and Primary TA support will also be monitored. The SENCO will determine whether the support remains appropriate and whether it should continue, change or be discontinued. The school's SEN provision follows a continuous cycle of Assess → Plan → Do → Review, ensuring that support remains responsive to the student's individual needs.

11. Communication with Parents and Carers

The school recognises that effective communication with parents/carers is an important part of supporting students with SEN. Parents/carers will receive a copy of their child's ILP and will be given appropriate opportunities to communicate relevant information regarding their child's learning needs. The SENCO is the designated member of staff responsible for communication with parents/carers regarding official diagnoses, professional recommendations and SEN provision. The SENCO will be available to discuss a student's SEN provision with parents/carers by appointment.

Parents/carers may request a meeting with the SENCO if they have concerns regarding their child's ILP, progress or SEN provision. The SENCO will consider concerns raised by parents/carers and will provide an opportunity for appropriate discussion. Where the SENCO considers that changes to the ILP are appropriate, the plan may be amended. However, the school retains responsibility for determining the educational provision offered to the student. Parent/carer consultation does not give parents/carers the authority to determine the content of the ILP or require a particular intervention, adjustment or staffing arrangement.



12. Confidentiality and SEN Information

Information relating to a student's diagnosis, SEN needs and educational provision is confidential and must be handled appropriately. Any official diagnostic reports, professional assessments or other sensitive SEN documentation provided by parents/carers should be submitted to the SENCO or another designated member of staff. The documentation will be securely recorded, and the original documentation will then be returned directly to the parent/carer. Where administrative processing is required, the school office may receive only the information necessary for secure recording and administration.

Original diagnostic documents should not be retained by individual teachers, the SENCO or other members of staff. Access to SEN information will be strictly limited. Teachers who teach the student and staff who have a direct professional responsibility for supporting the student will have access to the relevant educational information. Staff who do not teach or directly support the student should not have access to the student's SEN information. Relevant SEN or medical information may be shared with other staff members or professionals where this is necessary to support the student's education, health, safety or wellbeing. Such information will only be shared where there is a legitimate professional need to know. The SENCO will ensure that teachers are provided with the information necessary to support the student effectively. Teachers will receive the relevant educational information and strategies contained within the ILP rather than unnecessary medical or personal information. Where parents/carers provide SEN or medical information directly to the SENCO or another designated member of staff and request that the information be treated confidentially, the school will consider such requests in accordance with applicable data protection requirements.

The ILP will therefore focus primarily on the student's educational needs, classroom strategies, reasonable adjustments and support requirements, rather than reproducing unnecessary medical or diagnostic information. All staff who have access to confidential SEN information are expected to maintain strict confidentiality. Staff must not discuss a student's diagnosis, SEN needs or individual circumstances with other students, parents/carers or members of staff who do not have a legitimate professional need to know. Confidential SEN information must not be stored, photographed, copied or shared through unauthorised systems, personal devices or personal email accounts.

13. Responsibilities of Teachers

All teachers who teach a student with an ILP are responsible for familiarising themselves with the relevant information contained within the plan and implementing the



agreed classroom strategies and adjustments. Teachers should monitor the student's engagement and progress and communicate concerns to the SENCO when they identify that a student is experiencing difficulties, when an existing strategy does not appear to be effective, or when they believe that additional support may be required. Teachers may request that the SENCO observe a student where they have concerns or would benefit from professional feedback regarding the student's learning, engagement, organisation, behaviour or access to the curriculum.

Teachers are not expected to diagnose SEN. Identification of concerns should be communicated to the SENCO, who will determine the appropriate next steps in consultation with relevant staff and, where appropriate, parents/carers and external professionals.

Teachers are expected to participate in SEN discussions and provide relevant feedback regarding students with ILPs. These discussions may take place during dedicated SEN meetings or within other staff meetings where a student's needs or progress are being discussed. The responsibility for supporting students with SEN is shared across the school. The SENCO coordinates SEN provision, while classroom teachers remain responsible for the day-to-day teaching, learning and implementation of agreed strategies within their classrooms.

14. Role of the SENCO

The SENCO is responsible for coordinating the school's SEN provision and ensuring that students with identified needs receive appropriate educational support. The SENCO is the designated member of staff for receiving and reviewing official diagnostic information and professional recommendations and for communicating with parents/carers regarding their implications for the student's education.

The SENCO will oversee the creation and review of ILPs, observe students within their learning environments, respond to teacher requests for observation and provide professional feedback regarding students where appropriate. The SENCO will conduct monthly student check-ins and monthly check-ins with relevant teachers. These may take place through dedicated SEN meetings or as part of other staff meetings where concerns regarding a student are being raised.

Where a student's needs indicate that additional intervention is appropriate, the SENCO may provide or arrange targeted one-to-one support on a weekly or bi-weekly basis. For Primary students, the SENCO may also recommend and arrange the allocation of a Teaching Assistant where additional classroom support is considered necessary. The



SENCO will determine the nature, frequency and purpose of the support and will monitor its effectiveness.

The SENCO will ensure that relevant teachers are informed of a student's identified educational needs and that appropriate strategies are communicated and monitored. Where concerns arise regarding a student's progress or educational access in relation to their SEN, the SENCO will work with relevant staff and parents/carers to determine appropriate next steps.

15. Student Voice

Students with an ILP should be given appropriate opportunities to contribute to discussions regarding their learning and support. The SENCO's monthly student check-ins will provide an opportunity for students to discuss what is working well, what they find difficult and which strategies they find helpful.

From Year 10 onwards, students may choose to decline the monthly SENCO check-in. This decision will be respected and will not affect their ILP or entitlement to the support identified by the school. Student feedback will be considered when monitoring and reviewing SEN provision. However, student preferences will be considered alongside professional observations, teacher feedback and the SENCO's assessment of the student's educational needs. The purpose of student voice is to ensure that students are actively involved in understanding and developing their learning support while maintaining appropriate professional oversight of the provision offered by the school.

16. Policy Review

This policy will be reviewed annually by the SENCO and school leadership to ensure that the school's SEN procedures remain effective and appropriate. The policy may be reviewed sooner where changes in school practice, professional guidance, legislation or the needs of the school community indicate that amendments are required.

Policy Owner: SENCO

Approved by: School Leadership

Date of Policy: 25.3.2025