Special Educational Needs & Disability (SEND) Policy

Whole School Policy (Prep School and Senior School)

Dover College

Owner:	Head of Learning Support	Date: August 2026

Approved By:	Chair of Council	Date: August 2026
Review Frequency	Annual	
Last reviewed on:	August 2026	
Next review due by:	August 2027	

1. POLICY STATEMENT

Dover College is committed to providing an inclusive, supportive and aspirational learning environment in which every pupil can flourish academically, socially and emotionally.

We believe that all pupils should be equally valued and treated with dignity and respect. We seek to eliminate discrimination, advance equality of opportunity and foster good relations within our school community. We recognise that pupils learn in different ways and that some pupils may require additional support, reasonable adjustments or specialist provision in order to access learning and achieve their potential.

Dover College adopts a whole-school approach to Special Educational Needs and Disabilities (SEND). Responsibility for supporting pupils with SEND belongs to all staff. High-quality adaptive teaching forms the foundation of our provision, supplemented where appropriate by targeted interventions, specialist support and collaborative work with families and external professionals.

The College will use its best endeavours to ensure that pupils with SEND receive the support they require and will make reasonable adjustments in accordance with the Equality Act 2010.

This policy applies to all pupils in the Prep School and Senior School.

2. LEGAL FRAMEWORK

This policy has regard to:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)

- Independent School Standards Regulations
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR

This policy should be read alongside:

- Admissions Policy
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Safeguarding and Child Protection Policy
- Medical Conditions Policy
- Behaviour Policy
- Assessment Policy
- Data Protection Policy

3. DEFINITIONS

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 pupil has a learning difficulty or disability if they:

- have 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 generally provided for pupils of the same age.

Special educational provision is educational provision that is additional to or different from that generally available to pupils of the same age.

A disability is defined by the Equality Act 2010 as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

The College recognises the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The College also recognises and values neurodiversity and seeks to create an environment in which neurodivergent pupils can thrive.

4. AIMS

The College aims to:

- provide a broad, balanced and ambitious curriculum for all pupils
- identify SEND as early as possible
- remove barriers to learning and participation
- ensure pupils with SEND make good progress from their starting points
- promote positive wellbeing and emotional resilience
- foster independence and self-advocacy
- work in partnership with parents, pupils and external agencies
- ensure that all staff understand their responsibilities towards pupils with SEND
- fulfil statutory duties under relevant legislation
- safeguard and promote the welfare of all pupils

5. OBJECTIVES

The College will:

- identify and assess pupils with SEND at the earliest opportunity
- monitor progress and evaluate the effectiveness of provision
- provide high-quality adaptive teaching across all classrooms
- implement a graduated approach to support
- involve pupils and parents in decision-making
- maintain accurate SEND records
- ensure staff receive appropriate training
- liaise effectively with external agencies where appropriate
- make reasonable adjustments to support access to learning and school life
- promote inclusion in all aspects of school life

6. ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body is responsible for:

- overseeing SEND provision across the College
- monitoring implementation of this policy
- ensuring adequate resources are available
- appointing a Governor with responsibility for SEND

Headmaster

The Headmaster has overall responsibility for SEND provision and strategic oversight.

Head of Learning Support

The Head of Learning Support is responsible for:

- implementation of this policy
- coordination of SEND provision across both schools
- advising and supporting staff
- liaising with parents and external agencies
- maintaining SEND records
- coordinating assessments and interventions
- monitoring progress of pupils with SEND
- contributing to staff training
- ensuring compliance with current legislation

Teachers

All teachers are teachers of pupils with SEND and are responsible for:

- high-quality adaptive teaching
- identifying pupils causing concern
- implementing agreed strategies and adjustments
- monitoring progress
- contributing to reviews and support plans

Parents

Parents are expected to:

- share relevant information regarding their child
- work in partnership with the College
- attend meetings and reviews where appropriate

Pupils

Pupils are encouraged to:

- participate in decisions affecting their learning
- contribute to reviews and target setting
- develop increasing independence and self-advocacy

7. ADMISSIONS

Applications are considered on an individual basis.

The College welcomes applications from pupils with SEND where it is able to provide appropriate support and where admission is compatible with:

- the efficient education of other pupils
- the availability of reasonable adjustments
- the resources available to the College

Parents must disclose known SEND and provide all relevant documentation to enable informed admissions decisions.

Where a pupil has an EHCP, the College will carefully consider whether it can meet the provision specified.

8. IDENTIFICATION OF SEND

The College adopts a graduated approach to identification.

Possible indicators may arise from:

- teacher observations
- assessment data
- screening assessments
- parental concerns
- pupil concerns
- external professional reports

- pastoral or wellbeing concerns

Identification is not based solely upon attainment.

9. GRADUATED RESPONSE

The College follows the Assess – Plan – Do – Review cycle.

Stage 1: Universal Provision

All pupils receive:

- high-quality adaptive teaching
- differentiation where appropriate
- classroom strategies and support

Stage 2: Targeted Support

Where concerns remain:

- additional assessment may be undertaken
- classroom strategies may be enhanced
- small-group intervention may be introduced
- support plans may be developed

Stage 3: Specialist Provision

Where greater need is identified:

- specialist assessments may be commissioned
- external agencies may become involved
- individual programmes may be delivered
- SEND Support Plans may be implemented

Provision is reviewed regularly with pupils and parents.

10. SEND PROVISION

Provision may include:

- adaptive teaching strategies

- differentiated resources
- assistive technology
- literacy interventions
- numeracy interventions
- study skills support
- social communication support
- emotional regulation support
- wellbeing interventions
- access arrangements
- specialist teaching

Support may be delivered in class, through small-group intervention or through individual programmes.

The College maintains dedicated Learning Support facilities in both the Prep and Senior Schools.

The Prep School Wellbeing Hub provides additional support for emotional regulation and wellbeing.

11. SOCIAL, EMOTIONAL AND MENTAL HEALTH

The College recognises the strong relationship between wellbeing and learning.

Support may include:

- pastoral support
- mentoring
- wellbeing provision
- counselling
- emotional regulation programmes
- referral to external services where appropriate

Provision is coordinated between pastoral, safeguarding and learning support teams.

12. EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Where a pupil has significant and complex needs, an EHCP may be appropriate.

The College will:

- participate fully in annual reviews
- contribute professional advice
- implement agreed provision where appropriate
- work collaboratively with parents and external agencies

13. ACCESS ARRANGEMENTS

The College follows the current edition of the Joint Council for Qualifications (JCQ) document Access Arrangements and Reasonable Adjustments (AARA) and the JCQ General Regulations for Approved Centres.

Access arrangements:

- are awarded on the basis of evidence
- must reflect a pupil's normal way of working
- are reviewed regularly
- are not automatically granted on the basis of diagnosis
- are in place before a candidate's first examination, including internal tests and mock examinations

Responsibilities

The Head of Learning Support (SENDCo) leads the access arrangements process and:

- processes applications through Access Arrangements Online by the published deadlines, with the full supporting evidence in place and reviewed beforehand
- keeps each candidate's evidence on file and presents it to a JCQ Centre Inspector on request
- decides arrangements delegated to the centre, including alternative rooming, in line with AARA and the JCQ Instructions for Conducting Examinations (AARA 7.1.1)

The use of word processors in examinations is set out in the separate Examinations Word Processor Policy.

Appointing and checking assessors (GR 5.4; AARA 7.3–7.4)

Candidates with learning difficulties are assessed only by an assessor appointed by the Headmaster, as head of centre. The College follows this process:

1. Before an assessor carries out any assessment, the Head of Learning Support obtains evidence of their qualification: a post-graduate qualification at or equivalent to Level 7 including at least 100 hours of individual specialist assessment; a current SpLD Assessment Practising Certificate; or registration with the Health and Care Professions Council (HCPC) as a psychologist. Evidence may be a copy of the certificate or a screenshot of the SASC or HCPC listing.
2. The Head of Learning Support checks the evidence against AARA 7.3, and the Headmaster confirms the appointment.
3. The evidence is kept on file for inspection. Where a qualification has an expiry date, such as an Assessment Practising Certificate, it is checked each academic year.
4. Where required, the assessor's name is entered on Access Arrangements Online (AARA 7.4.3).
5. An external assessor must contact the College before any assessment, work with the Head of Learning Support and be approved by the Headmaster. A privately commissioned assessment in which the College was not involved cannot be used to award access arrangements; in that case, the Headmaster or a member of the senior leadership team gives the parents a written explanation (AARA 7.3.5–7.3.6).

Making sure the correct procedures are followed (AARA 7.5)

- Before the assessment, the Head of Learning Support completes Part 1 of Form 8, setting out the picture of need and the pupil's normal way of working, and gives it to the assessor.
- The assessor carries out the assessment personally, using current editions of nationally standardised tests, and records the results as standard scores in Part 2 of Form 8.
- Before an application is processed, the Head of Learning Support reviews the completed Form 8 and supporting evidence to confirm the candidate meets the published criteria.

14. WORKING WITH PARENTS AND PUPILS

Partnership with parents is central to effective SEND provision.

The College will:

- communicate openly and regularly
- involve parents in planning and reviewing support
- provide opportunities for consultation
- seek pupil voice in all key decisions

15. TRANSITION ARRANGEMENTS

The College supports pupils at all transition points including:

- entry to the Prep School
- transition from Prep to Senior School
- movement between year groups
- transition to post-16 and higher education

Relevant information is shared with receiving settings where appropriate.

16. RECORD KEEPING AND CONFIDENTIALITY

The College maintains secure records relating to SEND provision.

Information is:

- shared only on a need-to-know basis
- stored in accordance with data protection legislation
- reviewed regularly for accuracy

17. STAFF TRAINING

The College is committed to ongoing professional development.

Training may include:

- adaptive teaching
- dyslexia and literacy difficulties
- dyscalculia and numeracy difficulties
- autism
- ADHD
- mental health and wellbeing
- access arrangements
- safeguarding and SEND

18. MONITORING AND EVALUATION

The effectiveness of SEND provision is evaluated through:

- pupil progress data
- assessment outcomes
- intervention reviews
- pupil voice
- parental feedback
- staff feedback
- examination outcomes
- SEND register analysis

Provision is reviewed regularly to ensure continuous improvement.

19. LOCAL OFFER

The College currently supports a range of mild to moderate SEND needs, including:

- dyslexia
- dyspraxia
- dyscalculia
- literacy difficulties
- numeracy difficulties
- speech, language and communication difficulties
- autism
- ADHD and attention difficulties
- social, emotional and mental health needs

The Kent Local Offer can be accessed through Kent County Council.

20. COMPLAINTS

Concerns should first be discussed with:

- the class teacher, tutor or house staff
- the Head of Learning Support / Senior School SENDCo
  greenj@dovercollege.org.uk

- Prep School SENDCo hodkinson@dovercollege.org.uk

If concerns remain unresolved, parents should follow the College Complaints Procedure.