



# Pocklington School

## Special Educational Needs and Disabilities (SEND) Policy

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<b>Last Reviewed</b>	January 2026	<b>Next Review Due</b>	January 2027



**POCKLINGTON SCHOOL FOUNDATION**  
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## 1. Aims

The Pocklington School Foundation is an academically selective school for pupils aged 2-18 years which welcomes children who can make the most of the opportunities on offer and who can flourish in the caring, supportive environment of the Schools. The Foundation is able to provide support for pupils with a variety of Special Educational Needs and Disabilities (SEND).

The Equality Act (2010) states that SEND encompasses "...a physical or mental impairment which has a long-term and substantial adverse effect on [students'] ability to carry out day-to-day activities". The SEND Code of Practice (2015: 16) further defines "long-term" as referring to "a year or more" and "substantial" as "more than minor or trivial". Examples of SEND may include learning differences such as dyslexia, dyscalculia, dyspraxia and autism, attention deficit hyperactivity (ADHD), as well as mental and physical impairments.

The Department of Education and Health lists four categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical

The Foundation will endeavour to make sure that all pupils who fall under the definitions of SEND, as stated above, will have access to "reasonable adjustments" to which they are entitled. Examples of reasonable adjustments may include:

- Small group specialist provision;
- Access arrangements for examinations;
- Computer readers/speech to text technology/use of laptops;
- Sensory aids and modified papers, e.g. Braille, large print;
- Access to the Wellbeing Service.

The above list is certainly not exhaustive, and further examples may be found in the SEND Code of Practice.

This policy should also be read in conjunction with the:

- Able, Gifted and Talented Policy;
- Accessibility Policy;
- Admissions Policy;
- Anti-bullying Policy;
- Curriculum Policy;
- Disability Policy;
- Equality and Diversity Policy;
- EYFS Policy;
- Rewards and Sanctions Policy;
- Safeguarding Policy;
- Teaching and Learning Policy.
- The Use of Laptops Policy

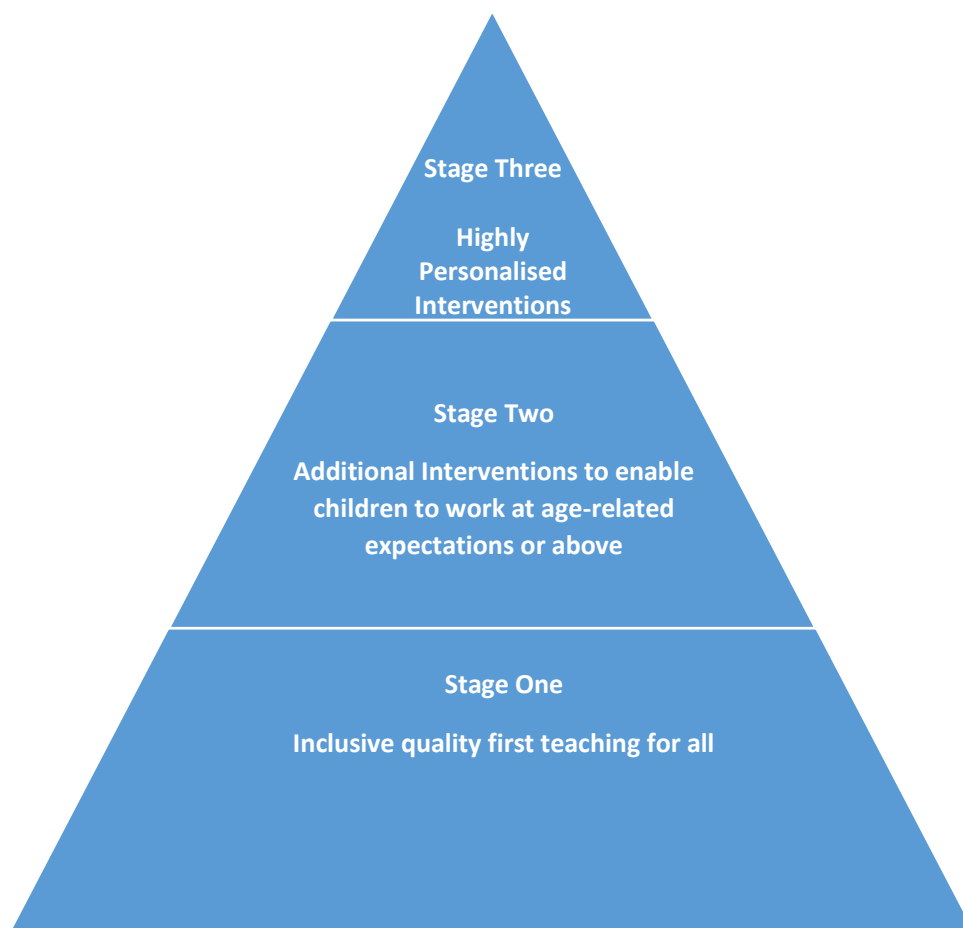


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In addition, Pocklington Prep School has a separate SEND policy relating specifically to provision in the Prep School.

## 2. Procedure

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils. Many pupils' needs can be met through quality first teaching (Stage One) received within the Foundation, as illustrated below:



This is the primary aim of Pocklington School. However, the School recognises that some pupils may require additional support, if they fall under the SEND categories above.

Pocklington School identifies pupils with SEND in a number of ways, including:

- Liaison with previous primary/prep schools/secondary schools;
- Pupils' results in entrance assessments and baseline testing (CEM or CAT4);
- Concerns raised by parents/carers;
- Concerns raised by teachers and boarding staff within the School;
- Liaison with external agencies, e.g. Educational Psychologists, Clinical Psychologists, Counsellors, Speech Therapists etc.
- Internal screening tests following referrals.



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## **2.1 THE SELECTION PROCESS AND SEND**

Information concerning the application and selection process can be obtained from the admissions policy. Parents of children with physical disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the School before they sit the entrance assessment so that adequate provision can be made on the day (e.g. extra time, modified papers, speech to text technology, computer reader, use of laptop). Parents are also asked to provide copies of any medical and/or psychological assessments confirming their child's needs, if applicable.

### **2.1.i BEFORE ENTRY**

Each pupil with a disability and/or SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the School.

### **2.1.ii BARRIERS TO LEARNING**

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. The School aims to work together with families to overcome these barriers or minimise these as far as is possible. Furthermore, the School has its own Wellbeing Service, to which pupils are able to request access.

### **2.1.iii PHYSICAL ACCESSIBILITY**

Parents and prospective parents of disabled children may wish to obtain copies of the accessibility plan from the School. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The School will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site and resources. Facilities for those with physical disabilities are being updated progressively.

### **2.1. iv OTHER ADJUSTMENTS**

Menus can be devised to cater for special dietary requirements (e.g. allergy requirements, coeliacs).

### **2.1.v AUXILIARY AIDS AND SERVICES**

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, which it complies with.

### **2.1.vi PUPILS WITH EDUCATION HEALTH AND CARE PLANS (EHCPs) AND CARERS**

If the support and/or funding required to meet the needs of a pupil with an EHCP was available, then Pocklington School would consider admitting that pupil to the School. The final decision would be with the Headmaster of Pocklington School and each child would be considered individually. The



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educational and welfare provision for children with an EHCP will be considered on an individual basis and in accordance with the advice and guidance in the EHCP. Under the SEN and Disability Code of Practice, 0-25 years (2015) the School can still request statutory assessment from the Local Authority when this appears necessary.

If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc. this may be accommodated provided that the carer has an enhanced DBS check arranged by the School and complies with the child protection and safeguarding regime in force at the time. The School would require a carer (similar to a new member of staff) to sign a written agreement undertaking to comply with the School's child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

If a pupil's dedicated carer is not a school employee, the pupil's parents may be asked to provide the School with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

The Foundation endeavours to match any recommendations stated in EHC plans.

### **2.2 SEND IDENTIFICATION**

Class teachers are often responsible for the initial identification of a child's needs. Teachers are asked to identify pupils who, from their classroom observations and assessments, begin to show difficulty in a particular area or areas. The Head of Learning Support may also be aware of pupils with potential difficulties through liaison with other colleagues including Heads of Division, Head of Pupil Welfare (DSL) and Pupil Data Manager and through sharing information with other professionals to support early identification and assessment under the terms of 'Keeping Children Safe in Education' (DFE, 2016). Parents may also make contact with the School directly to identify concerns regarding potential learning difficulties. In each case, the referral procedure follows the system outlined in Appendix A.

At Pocklington School, three members of staff are currently qualified to conduct tests for the purpose of access arrangements and for identifying appropriate internal interventions. Parents wishing for their child to be assessed should contact the Head of Learning Support who will collate preliminary feedback from teaching staff and identify where further assessment may be necessary. Assessments will be conducted in school. If a pupil is identified as eligible for either internal support or access arrangements for external examinations, appropriate arrangements are put in place by the Head of Learning Support.

Pocklington School does not formally diagnose learning needs such as dyslexia, dyspraxia, ASC or ADHD. The Head of Learning Support can direct parents to suitable practitioners such as a GP, educational psychologist or clinical psychologist, if required.

### **2.3 SEND PROVISION**

If a pupil is identified as having SEND, their name is added to the SEND Register. This is organised into different stages, or levels, of intervention, and pupils may move between these stages dependent



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upon their progress at the discretion of the Head of Learning Support. The different stages of the register are explained below, and follow the model outlined on page 2.

At the beginning of each academic year, all staff are directed to Class Charts and ISAMs which contains individual background about pupils on the SEND register, along with guidelines on how to support these pupils in the classroom. This database is kept up to date throughout the year.

**Stage 1:**

- Pupils do not receive a specific Learning Support lesson; however, staff are notified that they are on the SEND register and may require extra assistance in class. Staff can use information from Class Charts/ISAMs, and general guidelines, for advice.

**Stage 2:**

- Pupils receive a Learning Support lesson as and when they require one. Pupils can request these sessions by contacting the Head of Learning Support directly. Pupils on Stage 2 of the register are carefully monitored in case they need a regular timetabled lesson (see Stage 3).

**Stage 3:**

- Pupils receive weekly Learning Support lessons, which are tailored towards their individual needs:
  1. Year 7 and Year 8 pupils receive one or two lessons per week during tutor time/ before school (dependent upon their need, as depicted through school reporting/entrance exams/MidYis or CAT4 scores);
  2. Year 9 pupils with a previously identified SEND need may choose Learning Support as an option and hence have three timetabled lessons per fortnight.
  3. Year 10, 11 pupils with previously identified SEND may be disappplied from the language pathway and receive three lessons of learning support per fortnight and three periods of independent study per fortnight.

Three fortnightly lessons is usually the maximum provision offered for pupils with SEND. It may occasionally be possible for the School to provide additional support beyond this level for pupils whose difficulties cannot be appropriately supported within this limit. Such arrangements incur an additional cost and are arranged by individual consultation.

**2.3.i INFORMATION ON SCHOOL PROVISION**

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Departments. There is opportunity for this at annual Parents' Evenings but in addition parents/carers can make contact via telephone or email, or meet with staff at any point during the school year.



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Academic reports are written twice a year, and include information concerning pupils' progress, work covered and aims for the following term.

The effectiveness of all interventions is monitored and reviewed every term through standardised tests and data analysis such as CAT4 tests. The Head of Learning Support /Learning Support Tutors liaise with Heads of Key Stages, Heads of Year and the Deputy Head Academic.

### **2.3.ii SOCIAL, EMOTIONAL AND MEDICAL PROVISION**

The Social and Emotional provision at Pocklington School is the responsibility of the Deputy Head Pastoral and the Head of Pupil Welfare. If a pupil has SEND under the social, emotional or mental health category then the Head of Learning Support/Learning Support Tutors will liaise with the aforementioned parties, as well as the pupils and parents/carers, to ensure appropriate provision as required. This may be to support class/subject teachers/ Heads of Year as part of quality first teaching or to extend provision beyond the usual curriculum.

Class teachers and House tutors are the initial point of contact for parents/carers about a pupil's pastoral and social welfare.

Medical provision within Pocklington School is provided by the School Nurses. In addition, a number of staff are qualified in Emergency First Aid.

## **2.4 TRANSITION**

In accordance with the Admissions policy, parents must make the School aware of any diagnosed SEND a pupil has on registration to the School.

### **2.4.i Transition between Pocklington Prep and Pocklington School**

The Head of Learning Support and the Learning Support Co-ordinator of the Prep School meet regularly to discuss the special educational needs of pupils on the Prep School's Learning Support Register. The Learning Support Co-ordinator provides key information about each child and a collaborative decision is made concerning how much support should be put in place. Support may be withdrawn if it is felt that a pupil has made significant progress and no longer requires the same level of provision. Parents will be notified by the Head of the Prep School if this becomes the case for their child.

If a pupil is not entering Pocklington School from within the Foundation, information from their primary/prep school will be sought so that they can continue to receive the appropriate level of support.

The Foundation SENCo will make contact with the parents/guardians of all pupils with declared SEND prior to the pupil's transition to Pocklington.

This process is also supported by results from the entrance assessments conducted prior to entry.



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**2.4.ii For entry to Year 7 – Year 11**

All external entrants to the Senior School are asked to sit entrance assessments covering English, Maths, and Verbal Reasoning before being offered a place at the School (e.g., 11+, 13+, 14+).

If a pupil is known to have SEND, and has received special access arrangements for tests and exams in their previous school (e.g., a computer reader, extra time etc.), these are put in place for the exam. Parents must declare the need for these when registering their child for the assessments. It is not necessary to have a formal diagnosis for access arrangements to be put in place as confirmation will be sought from the current school.

**2.4.iii Key Stages 3 – 5**

All pupils with a history of need of extra time are automatically granted 25% extra time in internal exams. Evidence is collected from the internal exams regarding use of extra time. If a pupil does not use any of their extra time allowance, the exam arrangement will be withdrawn.

All pupils who have demonstrated a history of need will be formally assessed by one of three qualified specialists from Easter of Year 9 onwards, as required by JCQ. Pupils are reviewed in Sixth Form, to make sure that their access arrangements are still appropriate. Occasionally, if a pupil has made significant progress, the assessment may reveal that they no longer qualify for extra time in examinations. Both the pupil and parents are made aware by email if this is the case. Pupils and parents are also informed by email if they do qualify for extra time.

To qualify for access arrangements a pupil must have:

- A history of need
- Qualifying scores on standardised tests administered by the learning support department where appropriate and
- Evidence from internal tests in the form of exam papers or written statements from class teachers supporting need.

Under JCQ regulations effective from September 2025, students with a medical need (including neurodiversity) should only be considered for extra time where rest breaks have been trialled and shown not to sufficiently meet the student's needs.

**2.4.iv For entry to Sixth Form**

Pupils will normally be expected to have achieved at least 4 grade 6s and 2 grade 4s at GCSE (including English Language and Maths) in order to enter the sixth form at Pocklington School, including at least a grade 6 in their chosen A level subjects (where applicable). External candidates not studying for GCSEs will sit entrance exams in English and Maths to ascertain their ability to cope with the demands of A level or BTEC study.



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#### **2.4.v Monitoring the level of SEND provision**

From Year 7 onwards, pupils are monitored regularly by the Head of Learning Support, Learning Support teachers, tutors and other pastoral staff, as well as parents.

Teachers and/or parents can refer a pupil to the staff of the Learning Support Department if they believe that they may have a Special Educational Need (e.g. Dyslexia, Dyspraxia, Autism etc). The protocol for staff referrals can be seen in Appendix 1. When a staff member or a parent raises a concern, the Head of Learning Support will collect information from the child's teachers concerning their progress in order to build a picture of need. If it is clear that a child requires extra support, the Head of Learning Support will put support sessions in place in line with policy. If they do not require extra support, the Head of Learning Support and class teachers will continue to carefully monitor and review the child's progress throughout the year.

In addition, a more formal review of progress for those pupils in the SEND register takes place after the Summer examinations, when results are collated across all subject areas. Current levels of intervention are reviewed and may be modified if this is felt appropriate, based on the pupil's progress. The level of provision is also reviewed by the Head of Learning Support at the end of each academic year, and decisions made for the forthcoming academic year.

Parents are informed, in writing, of any changes to the level of provision to be put in place for their child at the beginning of each academic year.

### **3. Responsibilities**

The Head of Learning Support is Lead for SEND for Pocklington Senior School. The Learning Support Co-ordinator is responsible for coordinating Learning Support provision for Pocklington Prep School.

It is the responsibility of both the Head of Learning Support (Pocklington School) and the Learning Support Co-ordinator (Pocklington Prep) to:

- Liaise with parents, carers, staff and external agencies in order to provide the best care for pupils on the SEND register;
- Maintain and update the learning support register and access arrangements register regularly;
- Be responsible for special arrangements in public examinations;
- Inform and train staff about SEND, and share good practice;
- Put "reasonable adjustments" in place for SEND pupils who require them;
- Analyse data, and collaborate with parents, staff and external agencies if and when a child is identified as having SEND;
- Monitor the progress of pupils on the SEND register, and set appropriate targets in collaboration with staff;
- Present to subject co-ordinators, the Heads of Department Committee or Governors' Education Committee if there are issues to share/discuss in that forum in liaison with the Deputy Head Academic and Assistant Head Academic;
- Conduct regular meetings to review matters relating to SEND in both schools.



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**The Learning Support Co-ordinator in the Prep School is:**

- Line managed by the Head of Prep School and will meet with him/her on a regular basis to discuss provision within the Foundation. The Learning Support Co-ordinator will also meet with the Head of Learning Support on a regular basis.

**The Head of Learning Support is:**

- Line managed by the Deputy Head Academic and will meet with him/her on a regular basis to discuss provision within the Foundation.

**Oversight of Learning Support policy is undertaken by the Governors' Education Committee and will be undertaken by the Deputy Head Academic in January/February of each academic year.**

## **4. Revisions**

Linda Deadman [Head of Learning Support], June 2012  
Jonathan Webb [Director of Teaching and Learning], June 2012  
Laura Powell [Director of Teaching and Learning], May 2013  
Alex Ward, Change Lyndhurst to Pocklington Prep, July 2014  
Laura Powell [Director of Curriculum], February 2015  
Heather Young [Head of Learning Support], January 2016  
Heather Young [Head of Learning Support], September 2016  
Laura Powell [Curriculum Director] March 2017  
Laura Powell [Curriculum Director] September 2017  
Lisa Hutchinson (SENCo) September 2019  
Lisa Hutchinson (SENCo ) November 2019  
Lisa Hutchinson (SENCo ) October 2020  
Lisa Hutchinson (SENCo ) September 2021  
Reviewed by Laura Powell [Deputy Head Academic] September 2022  
Lisa Hutchinson (SENCo) January 2023  
Lisa Hutchinson (SENCo) January 2024  
Lisa Hutchinson (SENCo) January 2025  
Kate Rose (SENCo) September 2025  
Kate Rose (SENCo) January 2026



## Appendix A Pupil Referral Procedure

