WINCHESTER COLLEGE

SENDA POLICY AND PLAN

September 2026

Owner SENCO/Estates Bursar
Next review TBC

This policy links with and should be read in conjunction with:

- Provision for pupils with SEN
- Admissions Policy

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Summary of changes from previous version

7. SENDA Plan 2023 – 2026:

Two new girls' boarding houses commenced on site in May 24, these have been designed to be fully accessible, inc. bedrooms, lifts showering, etc. - Expected completion March 2026.

PE Centre –Will provide a fully accessible Sports Centre including change places facilities both wet and dry sides. – Planned partial opening 2025

Swimming Pool Facility Planned Opening Summer 2026 – fully accessible.

SENDA Policy and Plan

SEN Code of Practice

- The Special Educational Needs Code of Practice was introduced in the 1993 Education Act and consolidated in the 1996 Education Act. The SEN and Disability Act was passed in 2001 and was replaced by the SEND Code of Practice in 2014.
- The Code of Practice does not assume there are hard and fast categories of special educational needs but recognises that the needs of each child are unique.
- An important development within the 2014 Code of Practice is that young people, as well as their parents, should be encouraged to participate as fully as possible in decisions relating to their learning and support. Additionally, they should be provided with the information and support necessary to enable participation in those decisions.
- The SEND Code of Practice is designed to give guidance to state schools and LEAs, and it is the aim of Winchester College to develop a policy that reflects the core principles and aims of the SEND Code of Practice (2014).

1. Definition of Special Educational Needs

The following definition, accepted by Winchester College, is included in the SEND Code of Practice (2014):

  - A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
  - A young person has a learning difficulty if they:
    - have a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Winchester College recognises that SEND candidates, while sharing symptoms and characteristics according to their unique profile, will generally fall into the following categories:
  - Dyslexia
  - Dyspraxia/Dysgraphia
  - Dyscalculia
  - Attention Deficit Hyperactivity Disorder
  - Autistic Spectrum Condition
  - Hearing Impairment
  - Hypermobility.
- Winchester College recognises, in addition, that special needs children occupy one end of a continuum of pupils who each have individual, although less pressing needs. In other words, children who are defined as SEND children by qualified educational psychologists or specialist teachers share, in a significant number of cases, comparable strengths and weaknesses to those who are not so formally defined.

Winchester College recognises and accepts willingly its moral duty to accept SEND pupils into the school providing, in all other respects, the pupils can make full use of the educational and extracurricular facilities offered by the school. Parents and prep schools of prospective pupils with SEND are invited to submit relevant assessment reports, including those by educational psychologists, at the beginning of the academic year in which the Entrance/Election paper is due to take place. This may facilitate special arrangements for Winchester College Entrance/Election, including the use of a laptop and/or extra time where appropriate, although arrangements should be the pupil's 'normal way of working' within the classroom, and when completing homework assignments.

2. Definition of Disability

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

3. Further aspects relating to SEND provision

- **Admissions**

- The School is academically selective and welcomes all pupils who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.
- The School will treat every application from SENDSEN and disabled pupils in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria.
- The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of pupils with SENDdisabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SENDSEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.
- An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a pupil's needs. The School will always consider its obligations under the Equality Act 2010.
- The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils.

- **Assessment**

  Pupils are assessed in terms of their potential special needs in the following sequence:

  Before arrival at Winchester College
  - With sufficient advance communication, the School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater. The School recognises that some pupils with a SEN may also have a disability.
  - Concerns about Entrance and Election papers (with particular regard to English and History) are reported to the Head of Learning Support, with scripts scrutinised for signs of learning difficulties. Parents and prep schools can then be contacted as appropriate to establish whether an educational psychologist or specialist teacher assessment has previously been produced.
  - It is the obligation of the pupil's parents and previous school to inform Winchester College of all information relevant to the welfare of the pupil in a boarding environment.

  Arrival at Winchester College
  - Following consultation with the housemasters, subject teachers and parents, pupils thought to be unidentified special needs candidates meet with a Learning Support tutor who will determine whether a course of study skills and/or an assessment may be appropriate. Nonetheless, it is recognised that all pupils may need additional time to adapt to a new environment. Results are communicated to both housemasters and parents.
  - Teachers are encouraged at all times to approach the Head of Learning Support via the referral system if pupils are found to be under-performing significantly so that such pupils can be monitored and, where appropriate, tested for special educational needs. The Head of Learning Support and Learning Support tutors also monitor internal grading systemsThe Head of Learning Support and Learning Support tutors also monitor intermediate and end-of-term reports, at all age levels, for signs of under-performance.
  - Teachers are encouraged to recognise that, given the high intelligence of many pupils, continual vigilance at all age levels is necessary since coping strategies often disguise learning skill problems until a threshold is reached, beyond which those coping strategies fail. The coping threshold is usually related to volume and intensity of work.

  Communication of Pupil Status
  - Once the SEND status of the pupil has been ascertained, subject teachers, parents and housemasters are alerted.
  - The pupil's name and status are entered onto the SEND Register. All teachers and other relevant members of staff (e.g., House Matrons, Examinations Officer, Health and Wellbeing Centre) are made aware of this status via iSAMS, our database and lesson registration facilitySpecial Needs Register. All teachers and other relevant members of staff (e.g., House Matrons, Examinations Officer, Health and Wellbeing Centre) are made aware of this status via iSAMS, our data base and lesson registration facility, and a link to a spreadsheet which is available to all colleagues via the school network.

- It may be necessary to coordinate care and monitoring with Individual or Monitoring Welfare Plans. Housemasters and Matrons draw these up and keep all involved informed of the details. These plans are reviewed on an ongoing basis, with Housemasters and Matrons discussing their pupils on such plans in their weekly meetings. The Pastoral Support Group[1] may also be called upon to assist.
- Once a pupil has been added to the SENDSEN register, advice about the nature of the learning difficulty and appropriate teaching strategies is circulated to subject teachers and housemasters (and is also stored on iSAMS on the pupil's record).

Support for SEND Pupils

- Support is not only offered to those pupils who are formally declared to be SENDspecial needs candidates but also to other pupils who would benefit.
- It is school policy to integrate SEND pupils fully into the school's educational provision. There are no special needs subject sets.
- In addition, pupils attend individual tuition classes with Learning Support tutors. Many pupils attend these classes once a week (4535 minutes), although there can be greater flexibility for older pupils. Most pupils are withdrawn from subject classes on a weekly rota basis to receive extra tuition; it is not school policy to take pupils out of sports or cultural activities. Study skills courses are flexible in length, and may run between two to twelve weeks, depending on the level of support deemed to be appropriate.
- It is not current school policy to provide touch-typing tuition for those SEND pupils who use word processing facilities, although advice and liaison with the IT department can be provided about appropriate software programmes. Some pupils have benefited from using the 'Easy Typing Practice in 3 Days' App, which is pre-authorised by the IT department.
- The School is undergoing a review of disabled access to all of our facilities in conjunction with the imminent redevelopment of Kingsgate Park, which will provide a fully accessible Sports Centre and Support Services building. Fully disable compliant temporary facilities have been in operation since 2019.

4. SEND Pupils and Examinations

Pupils may use a word processor in both School and public examinations, provided permission has been given by the School. Permission will be granted if, in the opinion of the School, there is a genuine need to present written material in this way. Pupils will be permitted to use word processors in both School and public examinations if:

- there is a documented recommendation to do so, prepared either by an Occupational Therapist (the School must be in receipt of a copy of the report making the recommendation), or an internal report written by a member of the Learning Support department.
  And:
- Word-processed work is the pupil's normal mode of work presentation.
- However, please note that the final decision regarding the use of word processors, both in normal daily work and in School and public examinations, must lie with the School.

- Some SENDMany SEN pupils are eligible to have extra time, usually 25%, in their public examinations. SomeMany are also eligible to use word processors. It is School policy to provide, wherever practically possible, the same conditions for internal examinations.
- SEND pupils are monitored during their first year in order to determine whether extra time is appropriate within the secondary school setting, and to build up evidence of need. The majority of SEND pupils with learning difficulties will then be assessed by an internal specialist teacher during their second year, and this report can be used as evidence for access arrangements, including extra time in internal and public examinations if appropriate. External educational psychologist reports can provide useful background information but cannot be used forare not generally used within access arrangements applications.
- Pupils receiving extra time in examinations will need to be able to demonstrate that extra time is their 'normal way of working'.
- It is the Learning Support Head of Department's duty to keep the Examinations Officer fully briefed as to the specific requirements of SEND pupils.

5. Post Winchester College Support

It is school policy to offer support to SEND pupils in their transition to places of higher education. The Head of Learning Support will act on behalf of pupils who wish to receive support from their chosen universities and colleges and provide written documentation where appropriate. Advice will also be given to parents where

[1] The Pastoral Support Group: meets weekly and is open to any housemaster or matron who wishes to attend. It helps to

co-ordinate the pastoral and medical care of individual pupils. The PSG is chaired by the Deputy Head Pastoral and comprises the Second Master, Director of Studies, Senior Housemaster, College Chaplain, Lead Nurse, Deputy DSL, and School Counsellor.

sought. Most universities, colleges and LEAs will require an educational psychologist's or a specialist teacher's report that predates the application.

6. Additional duties of Head of Learning Support

It is the role of the Head of Learning Support to facilitate Common Room awareness of the implications of having pupils with special educational needs by:

- Regular addresses and seminars, both during the Headmaster's Weekly meeting and on other occasions;
- Involvement in the Induction Programme attended by new members of Common Room;
- The establishment and maintenance of a SEND database;
- To remain fully aware of developments in the testing and teaching of SEND pupils;
- To brief Common Room on any changes to the law with regard to the appropriate provision for SEND pupils;
- To monitor and evaluate advances in IT software relating to their potential use by SEND pupils;
- To arrange, and chair meetings for those teachers and tutors involved in the provision of the support for SEND pupils;
- To make and maintain contact with feeder prep school headmasters and SENCOs;
- To offer advice and support to the Registrar, and Housemasters, with regard to the interpretation of educational psychologists' reports that might be received in advance of an application;
- To help facilitate the development of a SEND-special needs friendly school.

7. SENDA Plan 2023 - 2026

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.	
• Review of known disabilities of current pupils and audit of accessibility. (SENCO)	Ongoing
• Annual review of known disabilities of new pupils to involve consultation with pupils, parents/guardians, previous schools and relevant professionals. (SENCO)	Every June - September
• Action to make curriculum accessible to those whose needs have been identified through review of known disabilities of current and prospective pupils. (SENCO)	Ongoing
• Review of registration and entrance procedures to ensure that potential pupils with disabilities are not discouraged from making applications to Winchester College. (Director of Admissions)	Ongoing
• The school's senior management structure has been re-organised such that there is now (since April 2018), in addition to the Director of Studies (Deputy Head Academic), and Academic Surmaster, whose principal task is to develop pupil monitoring and tracking systems. The co-ordination of our various testing and grading processes are now on a much firmer footing. Forecasts of future success are easier to make, and pastoral and academic oversight can now be viewed through the informative prism of a data dashboard available to all Senior Team members and Heads of Departments.	Ongoing
• All pastoral teams (Housemasters, Asst. Housemasters, Matrons, Relief Matrons and Medical Staff) have been trained in Mental Health First Aid (certificated), and all teachers and matrons have received Channel Awareness Training (certificated) to be aware of signs and symptoms (and what to do if spotted) of unhealthy influences, especially from social media.	Ongoing
• A Mental Health Care Pathway has been established with a flow diagram accessible to all Housemasters and Matrons, which provides support pathways to engage School Counsellors, Paediatric Nurses, School Doctors, the School Psychiatrist and the School Psychologist. This is all overseen by the Housemaster and Matron through Individual Welfare Plans	Ongoing

(IWPs) or Monitoring Welfare Plans (MWPs), and monitored by DSL, Deputy DSL and Lead Nurse. DSL, Deputy DSL and Lead Nurse all belong to the Pastoral Support Group (PSG), which provides support to Housemasters. The PSG comprises of the Deputy Head Pastoral, the Second Master, Director of Studies, Senior Housemaster, College Chaplain, Lead Nurse, Deputy DSL and the School Counsellor. All IWPs and MWPs are stored in a pupil's document vaults on CPOMS.	
• CPOMS is the main platform on which all teaching staff, medical staff and matrons record and maintain pastoral and disciplinary concerns. This is all part of an integrated approach to pupil monitoring, which takes into account the whole gamut of a pupil's life, so that academic, pastoral and disciplinary aspects may be understood as part of a whole.	Ongoing
• In addition, we use Care Codes, which are displayed on iSAMS (our database and lesson registration facility) and provide all teachers with information about the pupils in front of them. All new pupils will be on the Care List under their own designation (New Pupil) until such time as we are confident that they have settled in, and this will be used in combination with the other codes indicating such matters as behavioural concerns, medical matters, learning support and school sanctions for more serious disciplinary offences. The Care List will be reviewed with Housemasters at the end of each half of term. The school also timetables Group work for all Year 9 pupils. This programme enables pupils to share experiences and feelings in a safe, confidential space, and is valuable way of developing empathy, self-awareness and self-confidence. It also helps to identify any vulnerable pupils we may not have been aware of beforehand.	Ongoing
2. Improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the School.	
• Ongoing review of accessibility on site to inform SENDA plan in future.	Annual review
• Moberly's has been planned to allow the modifications necessary for a wheelchair-bound resident. This will be implemented as part of a full house refurb planned for 2024-25 and include accessible bed study and ablution facilities together with full access to all ground floor areas including mugging and grubbing halls and common rooms, etc.	Planned 2024 – 25
• Chambers in College boarding house is due for a full house refurb. In 2025-26 this will also include the formation of an accessible bed study and washing facility. Further work is being explored.	Planned 2025 – 26
• A new compliant Health and Wellbeing Centre has been created in campus, which came online in April 2024. This includes fully accessible facilities on the ground floor including showers, bedroom, toilets and treatment room as well as access to doctors consulting room and counselling rooms.	Complete April 2024
• Science School – Full lift scheme prepared for implementation.	Completed and operational inc. automatic doors
• Science School – install facilities to make first floor toilets fully disable compliant. Compliant toilet available on Ground Floor via lift.	Complete
• Refurbishment of Michla provides an alternative and accessible lecture and performance space with fully disable compliant facilities.	Complete
• Science School ramp from New Field.	Complete 2024

• PE Centre –Will provide a fully accessible Sports Centre including change places facilities both wet and dry sides. – Planned partial opening 2025 • Swimming Pool Facility Planned Opening Summer 2026 – fully accessible. • Services Support Building – Fully accessible building - now completed open and operable.	Planned partial opening Sept. 2025, with Pool to come online in 2026 Complete 2024
• Installation of housing and charging point for mobility cycle for pupil.	Complete
• Two new girls' boarding houses commence on site in May 24, these have designed to be fully accessible, inc. bedrooms, lifts showering, etc. - Expected completion 2026.	Expected completion 2026
• Formation of accessible toilet facilities, creation of female toilet and refurbishment of male toilet facilities (CoFo). - Completed Summer 2023	Complete
• Minor adjustments for wheelchair-bound tutor access to Furley's inc ramp, door opening drive reshaping, etc. - Complete	Complete
3. Improving the delivery to disabled pupils, **a. within a reasonable time, and** **b. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.**	
• Audit of preferred modes of delivery of information of current pupils. (SENCO).	Annual Rev.
• Annual review of preferred modes of delivery of information for new pupils to involve consultation with pupils, parents/guardians, previous schools and relevant professionals. (SENCO).	Annual Rev.
• Action to deliver information in preferred mode to those whose needs have been identified through review of preferred modes of delivery for current and prospective pupils. (SENCO).	Annual Rev.