



RIKKYO SCHOOL

SEN(D) Policy

This policy applies to the whole school.

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with Special Educational Needs and Disability (SEND) Code of Practice (2015), the Children and Families Act (2014) and the Equality Act (2010). It should also be noted that this policy has due regard to UN Convention on the Rights of Persons with Disabilities (CRPD) adopted by Japan in 2014, and the School Education Act (Japan), particularly the 2007 revision and the Law for the Elimination of Discrimination against Persons with Disabilities (Japan) (2013).

Monitoring and Review: : The text of this policy is necessary and proportionate to meet the needs of Rikkyo School, supporting the staff who work with our pupils, making clearer the responsibilities of school staff, volunteers, proprietor and the Board of Governors. These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed:

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岡野透
Dr T Okano
Headmaster

J N Pratten
Mr J N Pratten
Chair of GAB

Introduction

Rikkyo School is committed to the equal treatment of all students including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for students with SEN and disabilities by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled students less favourably than their peers;
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education;

- ensuring that students with SEN and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities; and,
- Informing parents when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015);
- Equality Act 2010;
- Children and Families Act 2014;
- EHRC guidance 'Reasonable adjustments for disabled students';
- Japan's ratification of UN Convention on the Rights of Persons with Disabilities (CRPD) in 2014;
- the School Education Act (Japan), particularly the 2007 revision;
- the Law for the Elimination of Discrimination against Persons with Disabilities (2013) (Japan); and,
- the 2012 report, "Promotion of Special Needs Education for Building an Inclusive Education System toward the Formation of an Inclusive Society".

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, and Accessibility Plan. It's important to note that dyslexia is not readily detected in the Japanese language as it does not map phonemes to graphemes in the same way it does in an alphabetised language. Japanese has three systems of writing which has led to a very different approach to the teaching of written language acquisition. While a proportion of Japanese learners do experience reading difficulties, these are not confined to deep or surface dyslexia. Often, when students start to learn English the possibility of dyslexic tendencies are initially detected but this is not easily understood or isolated. As a result, this policy is under constant review.

Definition of Special Educational Needs

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. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age, that cannot be accounted for due to any other reasons; and,
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, auditory and other forms of cognitive processing difficulty and learning problems which result from social, communication, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

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). Long term means that the impairment will have lasted or be likely to last for 12 months or more. Not all students who have SEN are disabled and not all disabled students have SEN but understandably, there is overlap.

Governor and staff responsibilities

The Headmaster is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice. The SENDCo being responsibility for:

- determining the development of the SEN and disability policy and provision in the School, together with the Head and governing body;
- having overall day-to-day responsibility for the operation of the SEN and disability policy;
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans;
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEN;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- ensuring parental insights are considered by the School to support their child's SEN and disability;
- liaising with external professionals and agencies, as appropriate; and,
- ensuring that the School keeps records of all students with SEND up to date.

All teachers are responsible for helping to meet a student's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting students with SEN and disabilities

The School's curriculum and schemes of work take account of the needs of all students, including those with SEN and disabilities. The School regularly reviews student progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a student being recorded as having SEN). However, teachers reasonably considers that a student may have a learning difficulty, for example where there are indications that a student is not making expected progress, the School will do all that is reasonable to report and consult with parents and the student (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support. The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents are to be consulted and kept informed of any action taken to help their child, and of the outcome of this action. The Home Room Teacher or SENDCo will liaise with parents over any SEN issues. Due weight will also be given to a student's input (according to their age, maturity and capability).

Every student with a Personalised Learning Plan (PLP) can be clearly identified on each of their class registers with the prominent category of need indicated with a coloured star. There are five categories:

Communication and Interaction. This may include difficulties speaking, understanding or communicating as well as autism spectrum conditions

Cognition and Learning. This may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia

Social, Emotional and Mental Health. This may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or Physical Needs. This may include a physical disability (PD) which hinders their ability to access standard provision - this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

More able and exceptional students (gifted and talented). These are students who have abilities significantly above their peers in academic subjects (gifted) or in areas like sports, music, or art (talented).

The 'SEN(D)' register is not only designed to identify, monitor, create and update PLP for students who are in need of additional

support. It is also intended for those students who are more able and exceptional and who need support to be extended. A PLP will set out the nature of the 'special' need and outline how the school will aim to address the need, as well as targets, so that we can review and monitor the progress of each student.

Students with Special Educational Needs and Disabilities (SEND)

The school complies with the requirements of the Equality Act 2010. We, therefore, as a Japanese school in UK are committed to meeting the needs of all students as best we can. We take all reasonable steps to ensure that no student is at a disadvantage if they display potential or confirmed cognitive, communication, sensory, social and/or emotional needs. If a student has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice currently in force in providing for students with special needs. If a student displays signs of having special needs, his/her teacher makes an assessment of this need.

It should be noted that the Japanese legal framework for supporting students with disabilities in education is multifaceted, evolving from a separatist approach to one emphasizing inclusion. Key legislation includes the Basic Act on Education (revised in 2006) and the Law for the Elimination of Discrimination against Persons with Disabilities (2013), which mandates reasonable accommodations. While special schools existed for certain disabilities, the focus has recently shifted towards inclusive education with the 2014 ratification of the Convention on the Rights of Persons with Disabilities (CRPD).

We will provide additional resources for students with learning and/or disabilities where appropriate. Often we use these resources with all our students as they can often benefit from them.

This includes providing a Personalised Learning Plan (PLP) which is reviewed once a term by the faculty of teachers. The provision in this respect is coordinated by the Director of Curriculum and the Deputy Heads.

When a member of staff identifies signs of special educational needs or disabilities in a student, they are encouraged to either complete the "SEND + Gifted/Talented Information Sharing Sheet" directly or report their concerns to the student's homeroom teacher and/or SEND Coordinator.

If additional support is deemed necessary, the SEND Coordinator will collaborate with the homeroom teacher to develop a **Personalised Learning Plan (PLP)** for the student.

Students with an active PLP are clearly identified in the class register with their specific area(s) of need indicated (e.g., communication and interaction, cognition and learning, social and emotional development, sensory and/or physical difficulties), enabling all teachers to provide appropriate support.

Targeted support for students with SEN(D) or more able and exceptional students (gifted and talented)

To ensure students can access the full curriculum and participate meaningfully in classroom learning, it is necessary to identify, support and monitor students who have been identified as having learning needs that contribute to them falling below expected standards when there is no other plausible cause.

1. Identification: Students will be identified through the following means (If they have not already had a formal assessment and reports provided, which is very rare at Rikkyo School in England):

- Teacher referrals based on classroom observations and assessments.
- If available assessments may be conducted at the beginning of the academic year or upon request to parents.
- If students present with reading difficulties in English, we can screen initially with a York Assessment for Reading Comprehension and then if indicated to be necessary a Phonic Screening test.

2. Strategies for the majority of students with learning needs involves inclusive teaching: Depending on individual student needs, actions may include:

- Collaboration with homeroom and subject teachers to integrate support strategies

- Often this is differentiated through usual teaching practice at a 'low level'
- Supplementary strategies such as 'text to talk technology', task in a different format, rest breaks may be used.
- Placed on the school's **SEND Register**.

3. Monitoring and review

- Progress will be reviewed at the end of each term through formative and summative assessments in the subjects they take.
- Adjustments to support plans will be made based on data and teacher feedback.
- Parents will be informed of progress.

The School recognises that some students with a SEN may also have a disability. The School will do all that is reasonable to meet the needs of students with disabilities for which, with reasonable adjustments, the School is able to cater for.

Reasonable adjustments

The School is committed to treating all students fairly. Considering the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled students are not put at a substantial disadvantage, by comparison with students who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled students or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each student and to ensure that all students have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether there are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;

- the need to maintain academic, musical, sporting and other standards; and,
- the interests of other students (and potential students).

The School will discuss the proposed adjustments with parents and, where appropriate, the student, Home Room Teacher and/or Deputy Academic/Director of Curriculum and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled student is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources; these will be discussed with the parents by the Headmaster. If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with the Headmaster. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Recording progress of students with SEND

The School will record the progress of students with significant learning difficulties or disabilities, in the same way it is with students who do not have identified significant learning difficulties or disabilities. This is drawn up in a PLP in consultation with the student's Home Room Teacher, the Deputy Head, the student and their parents and kept on iSAMS. The PLP will contain key information such as:

- Nature and categories of student's difficulties
- outcome sought;
- teaching strategies;
- additional or different provision of support in place;
- Involvement of any specialists or professionals;
- Information the student would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the student and how these affect them; and,
- date the PLP was drawn up and date for review.

This PLP may be amended as and when circumstances change and at the request of the student, parent, or teacher.

Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes students with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective student is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a student at the School, to ensure that the prospective student is not put at a substantial disadvantage compared to a student who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective student is not going to be able to access the education offered, or that their health and safety or those of other students or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective students and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a student from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parent's in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a student will be made as a last resort and in line with the terms of the parent contract. Fees in lieu of notice will not be chargeable in these circumstances.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Bullying and behavioural issues

All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.

The School recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled students can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.
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A copy of the School's Accessibility Plan can be provided upon request by writing to the Bursar.

Parental responsibility

To ensure that parents and students can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the Deputy Head with copies of any reports or recommendations concerning the student's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify the Deputy Head if their child's progress or behaviour gives cause for concern.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those students with SEN and/or disabilities.