

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

This policy can be made available in large print or another accessible format, if required.

Equality of opportunity at New Hall School is based on the Gospel values expressed in its Mission & Ethos Statement:

New Hall, a Catholic boarding and day school, provides
the best start in life, enabling students
to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings
where relationships are based on
care, trust and **respect**.

We **welcome** students from many traditions,
building a Christian **community** that has at its heart
prayer and **service** to others.

We strive to provide equality of opportunity for all members of our School community, within the context of a selective Catholic independent boarding and day school. We are committed to an inclusive and positive teaching environment that offers all students a broad, balanced and challenging curriculum. By making reasonable adjustments to teaching, to the curriculum and the School environment, we offer all students the chance to thrive and fulfil their aspirations. The School ensures that there is no unfair discrimination and expects that students and staff respect those of different backgrounds e.g. race, culture, ethnicity, religion or beliefs, colour, nationality, national or ethnic origins, sex, transgender, gender identity/fluidity, sexual orientation, ability or disability.

1 Vision and Aims

- 1.1 At New Hall our vision is to ensure that every child and young person's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We provide all students with access to a broad and balanced curriculum and a range of learning experiences that are of the highest possible standards. We are committed to making sure that all our students have the chance to thrive and are given the support to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs of the individual.
- 1.2 The aim of this policy is to promote good practice and management of Special Educational Needs and Disabilities (SEND) across the School. The policy explains the support we provide for students who have learning difficulties, as well as the way in which we liaise and work with parents and guardians of students with SEND.
- 1.3 The specific aims and objectives of our SEND Provision are:
 - To support and make provision for students with SEND, offering a range of interventions and support where needed
 - To offer students with SEND and learning difficulties access to a broad, and balanced curriculum

- To set and promote high expectations and standards for all students with SEND helping them to fulfil their aspirations and achieve their best
- To aim to remove barriers to learning through High Quality Teaching, that is both adaptive and inclusive
- To help students with SEND become more confident individuals
- To identify students who are having difficulty accessing the curriculum, as early as possible
- To ensure that all School staff are aware of SEND students and ensure that the SEND policy is understood and implemented by all staff
- To communicate with students with SEND and their parents or guardians and involve them in discussions and decisions about support and provision for the student
- To promote effective partnership with outside agencies as appropriate
- To help students with SEND make successful transitions between key stages and into adulthood.

2 Definitions

- 2.1 Students have special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that which is normally available to students of the same age.
- 2.2 Children and young people have SEND if they:
- have a significantly greater difficulty in learning than the majority of others of the same age
 - have a disability which prevents or hinders him or her from making use of the facilities generally provided for children of the same age in mainstream schools. (Please also refer to the *Disability Policy*)
 - have a disability under the *Equality Act 2010* – that is “...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer
 - are under five and fall within any of the definitions under 2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the student.
- 2.3 Difficulties related solely to limitations in English as an additional language are not SEND. However, students for whom English is an additional language will be provided with appropriate support in school, where required. Please refer to the School’s policy for students with English as an additional language.
- 2.4 Our policy reflects the requirements of the *Children and Families Act 2014*, and our approach to identifying and supporting special educational needs and disabilities is guided by the SEND Code of Practice: 0 to 25 years (DfE-00205-2013), last updated on 12 September 2024, or any substituting or amending code issued by the Department for Education. Staff receive regular training on the School’s SEN approach through INSET days, staff meetings and external CPD opportunities.

The needs of students with SEND are grouped into four broad areas of need:

- 1.1.1 Communication and Interaction
- 1.1.2 Cognition and Learning
- 1.1.3 Social, Emotional, Mental Health Difficulties
- 1.1.4 Sensory or Physical Needs

Students can have needs across more than one area and their needs may change over time.

Area of Need	
Communication and interaction	Students have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific Learning Difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate Learning Difficulties • Severe Learning Difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder • have suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or Physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

	• A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.
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3 Roles and Responsibilities

- 3.1 SEND provision is a matter for the School as a whole. The Special Educational Needs Code of Practice (2015) states that every teacher is responsible for every student in their class, including those with SEND. The expectation is that all teachers will deliver “High Quality Teaching that is differentiated and personalised”.
- 3.2 At New Hall School, teachers, early years practitioners, learning support assistants, pastoral staff and health centre staff all have a role in identifying SEND and in the provision of additional support for students. These members of staff have a responsibility to communicate relevant concerns to the SENCo in the relevant division.
- 3.3 The Principal is responsible for the day-to-day management of the School, including provision for students with SEND.
- 3.4 The Governors have collective responsibility for SEND and information is provided in termly governor updates.
- 3.5 The responsibilities of the SENCo in each division include:
- Overseeing the day-to-day operation of the School’s SEND Policy in their division
 - Providing professional guidance and liaising with colleagues on adaptive teaching strategies to support students with SEND
 - Liaising with the Health Centre and/or Student Support Managers
 - Managing the Learning Support Assistants (LSAs) and/or Learning Development Teachers
 - Co-ordinating the provision for students with SEND
 - Overseeing the records on all students with SEND
 - Liaising with parents of students with SEND
 - Contributing to the INSET training of staff
 - Liaising with outside agencies e.g. educational psychologists, speech and language and occupational therapists
 - Ensuring all students are given appropriate access arrangements, where needed, for internal and external exams
 - Ensuring positive transition between divisions and other settings for students with SEND, by liaising and communicating effectively with the SENCo in the relevant division or setting
 - Working with the Senior Leadership Team and governors to determine the strategic development of the SEND policy and provision within the School
 - Advising on the deployment of the New Hall School’s SEND budget and other resources to meet students’ needs effectively

- Working with the Senior Leadership Team and teaching staff to identify any patterns in the School's identification of SEND within the School and use this to reflect on and reinforce the quality of teaching

- 3.6 The Deputy Nursery Manager is the SENCo for students in the Nursery. The Deputy Nursery
- 3.7 Manager is able to consult with the Nursery Manager, Area Inclusion Partner and/or Prep SENCo regarding provision for children with SEND.
- 3.8 The Prep SENCo works closely with the Head of Preparatory Division, class teachers, Learning Support Assistants and the SENCo's in the Nursery and Senior Divisions to make appropriate provision for pupils with SEND.
- 3.9 The Head of Learning Development is the SENCo in the Senior Division and works closely with Head of Sixth Form, Head of Division (Year 7- 8), Head of Division (Year 9 – 11) and Heads of Departments to make appropriate provision for students with SEND. They will also liaise with the Preparatory SENCo as required.
- 3.10 In addition, the Head of Learning Development is a Level 7 Specialist/Teacher Assessor who administers and interprets psychometric assessments in Preparatory and Senior Divisions as required. They are responsible for ensuring that the School complies with the requirements of the Joint Council for Qualification's "*Access Arrangements and Reasonable Adjustments*" guidance for public examinations and the Equality Act 2010.

For further information about Learning Development Department staffing see Appendix A and B.

4 Admissions Criteria

- 4.1 The School accepts students with SEND. Parents of students with special educational needs and disabilities, who meet the entrance criteria, should contact the School in advance of proposed entry so that consultations can take place. Please refer to the Admissions Criteria in the Admissions Policy for further information.
- 4.2 As part of the admissions procedure, parents must provide the School with a copy of any reports or concerns in relation to special educational needs.
- 4.3 The School recognises that some students with special educational needs or learning difficulties may also have a disability. Students and parents are referred to the School's *Disability Policy*. The School will make all reasonable adjustments in order to afford opportunity to disabled students. However, if despite such adjustments, the School is unable to provide adequately for the student's needs, the School may decline to offer a place to a student or request you to withdraw your child from the School.

5 Identification and Assessment of Need

5.1 The identification of SEND is built into the overall approach to monitoring the progress and development of all students in the Nursery, Preparatory Divisions and the Senior Division. Students with SEND may be identified in several ways which are highlighted below within the relevant section.

5.2 Identification and Assessment of Need in the Nursery

The Nursery Division adopts a graduated approach to identifying and meeting special educational needs in line with the SEND Code of Practice 2014 (updated 2020). Early intervention is key to identifying potential SEND needs. The Deputy Nursery Manager (SENCo) works closely with the child's Key Person and parents to identify if there is a need and implement strategies to support the ongoing development of the child.

We assess development against the Early Years Foundation Stage (EYFS) Framework and other non-statutory guidance documents, alongside practitioner knowledge of child development to identify gaps in attainment.

We liaise closely with parents to ensure a holistic view of the child is understood. The Deputy Nursery Manager may need to consult with the Area Inclusion Partner in order to decide whether additional and/or different provision is necessary.

5.3 Identification and Assessment of Need in the Preparatory Divisions

The Preparatory Divisions adopt a graduated approach to identifying and meeting special education needs in line with the SEND Code of Practice 2014 (updated 2020) and we recognise early identification of SEND as essential. A range of evidence is continually collected and evaluated in order to establish a holistic picture of the pupil's needs. This evidence may include:

- Class teacher, specialist teacher, pastoral staff and support staff observations
- Informal and formal assessments
- Information from parents
- Information from Health Centre staff
- Reports from outside agencies

(please refer to Assessment, Recording & Reporting Policy for extra information)

5.3.1 *The identification of SEND is built into the overall approach to monitoring the progress and development of all students. Students with SEND may be identified in several ways:*

- They may join the School with an existing Individual Education Plan, Educational Psychologist report, medical consultant's report or a previous of SEND needs of provision at a previous school.
- They may be identified through School assessments or cohort screening as potentially having SEND (e.g. Phonics tracking, NGRT, CAT4, NTS)
- They may receive an external diagnosis of a Specific Learning Difficulty or medical conditions during their time in the Preparatory Divisions. In most cases further assessments or evidence will also be collected by the SENCo.
- They may be flagged, by teaching or support staff, as potentially have SEND at any point during their time in the Prep Divisions through one of the ways identified in point 5.3.2.

- 5.3.2 *Where a pupil is identified as potentially having a Special Educational Need, they will be referred to the SENCo who will liaise with teachers and parents. The SENCo will decide whether additional diagnostic testing is needed and may make a classroom observation of the pupil. Parental permission will be sought for any additional assessments. Following these initial assessments or observations, the Prep SENCo will make a decision about whether the pupil will need to be added to the SEND Register. (Please refer to section 6.3 for more detail on each of the SEND Categories)*
- 5.3.3 *In some cases, the assessments may indicate that the pupil would benefit from being formally assessed by an educational psychologist or other professional. (See section 9.2)*
- 5.3.4 *Making higher quality teaching normally available to the whole class is likely to mean fewer students will require additional support. Ensuring that inclusive and adaptive teaching occurs in the classroom will always be the first step in supporting a pupil who is experiencing some difficulties.*

5.4 Identification and Assessment of Need in the Senior Division

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in the Senior Division. Students with SEND may be identified in several ways:

- They may enter the School with an Individual Education Plan, Educational Psychologist report, medical consultant's report or a previous history of SEND needs or provision at a previous school.
- They may be identified through the School entrance examination, MidYiS testing or cohort screening as potentially having SEND.
- They may receive an external diagnosis of an SpLD or medical condition during their time in the Senior Division. Where applicable, further in-house assessment will be completed by the Head of Learning Development.
- They may be flagged by teaching staff as potentially having SEND at any point during their school career – it is not unusual for problems to emerge in the Sixth Form as the curriculum demands increase, for example. Where a student is identified as potentially having SEND, they will be referred to the Head of Learning Development who will liaise with teachers and parents to decide whether further assessment is needed. Parental permission will be sought for any additional assessments.

In some cases, assessments or observations may indicate that the child would benefit from being formally assessed by an educational psychologist or other professional. (See section 9.2)

6 Review Procedures for the different categories on the SEND Register

6.1 SEND Registers

Students with Special Education Needs are named on the School's SEND Register. All students on the SEND Register are flagged on the School's management information system and information about students' Special Educational Needs is disseminated to all academic and pastoral staff. At New Hall there are four different categories used within the SEND Registers in each Division.

6.2 Review Procedures for the SEND Registers in the Nursery:

6.2.1 *In the Nursery a range of evidence is collected for each child before a decision is made to add them to the SEND Register. Children should be able to move between the categories, as well as be removed from the register, if sufficient progress has been made. Movement between categories would normally be stepped or gradual.*

6.2.2 *Progress Monitored*

Children have been flagged on baseline assessments by their Key Person for not meeting one or more area of development in the EYFS Framework. Early intervention strategies are decided in liaison with parents and progress is monitored.

6.2.3 *Progress Supported*

Children are delayed in one or more areas of the EYFS Framework and need extra support within the classroom. External agencies, such as Speech and Language or Occupational Therapists may be involved.

6.2.4 *SEN Support*

The child is making limited or no progress on the Progress Supported pathway and will be moved to a One Plan. The child may have a diagnosis. The One Plan will detail:

- Short- and long-term
- targets
- Teaching strategies to be used
- Extra provision
- Assessment arrangements/success criteria
- One Plans are reviewed every six weeks.

If the School has evidence that a child is making insufficient progress, despite support and intervention on SEND Support, parents will be encouraged to seek further expert advice through external agencies, which may include the Local Authority's (LA) psychology service, Occupational therapists or a private educational psychologist.

6.2.5 *EHCP (Educational, Health and Care Plan)*

The Nursery will complete an application form in conjunction with the parents to support the child's transition to Primary School. The Nursery will support the family through the process.

6.3 *Review Procedures for the SEND Registers in the Preparatory Divisions*

In the Preparatory Divisions, range of evidence is collected for each pupil before a decision is made to add them to the SEND Register. Students should be able to move between the four categories on the SEND Register, as well as be removed from the register, if sufficient progress has been made. Movement between categories would normally be stepped or gradual. Listed below are the four categories of SEND identified within the Preparatory SEND Register:

6.3.1 *Progress Monitored*

Pupils on Progress Monitored may previously have required extra support or may have recently fallen behind in assessments. Students will not require any additional interventions at present; however, their academic and emotional progress will be being closely monitored. Teachers will consider the need for inclusive classroom

practices and adaptive classroom strategies to help support these students in the classroom.

6.3.2 *Progress Supported*

Pupils on Progress Supported will have been identified as needing support additional to the inclusive and adaptive strategies and high-quality teaching in the classroom. Some of the students may have a formal diagnosis but all students will require some academic or emotional support. This may be in the form of a group intervention, a booster group, the use of a computer program or support from the counselling service. The way in which the pupils respond to the interventions will be closely monitored.

6.3.3 *SEND Support*

Pupils who are on SEND Support will be working significantly below their peers or their progress will be significantly below the expected level. Pupils will receive an additional level of support through a range of group intervention lessons and/or individual targeted sessions. Many of these pupils will have a formal diagnosis, may have been referred to a specialist for further assessment or will have been assessed in School as meeting the criteria for access arrangements. Students will be planned for in School, using the 'Assess, Plan, Do Review' cycle and will have a Pupil Plan which identifies clear short-term targets, supporting teaching strategies, extra provision and access arrangements where appropriate. The way in which the pupils respond to the interventions will be closely monitored.

6.3.4 *EHCP (Education, Health and Care Plan)*

Pupils with an EHCP will be working significantly below their peers and will not have responded to interventions and extra support after several successive cycles of 'Assess, Plan, Do, Review' on SEND Support. It is likely that all students will have a formal diagnosis or assessment. Outside Agency support would be required, and further funding needed in order to support the level of need. Following the review of significant evidence provided by the School, the local authority will assess the pupil and decide whether they qualify for an EHCP. An Individual Education Plan may be put in place, in addition to the Pupil Plan and Pupil Profile Page, which identifies clear short-term targets. Supporting Plans and targets will be reviewed, and termly meetings held to discuss progress and next steps. (See Section 7).

6.3.5 *The Pupil Plan*

The Pupil Plan, created for those students on SEN Support or with an EHCP, will be discussed at a termly SEND review meeting between teachers, Learning Support Assistants and parents. Parents will be asked to contribute their views, and the pupil will also be invited to join the meeting and share their thoughts regarding targets and support in order to create a Pupil Profile Page. All paperwork is shared with parents, class teachers and learning support staff.

6.4 Review Procedures for the SEND Registers in the Senior School

A student assessed as having special educational needs or disability that require him or her to have additional support - and in some cases extra time or other concessions in examinations - can be provided with support in several ways. There are four categories of SEND in the Senior Division:

6.4.1 *Progress Monitored*

The needs of the student are provided for by subject teachers and their tutor. Advice will be provided by the Learning Development Department where appropriate. The student's progress is reviewed regularly as part of the School's review cycle. (These students may or may not have an identified learning difficulty).

6.4.2 *Progress Supported*

These students have been identified as needing concessions and additional arrangements in assessments and examinations. Their day-to-day needs in the classroom are being met by high quality teaching, adaptations and/or differentiation. Advice on the support required will be provided by the Learning Development Department as appropriate. The student's progress is reviewed regularly as part of the School's review cycle.

6.4.3 *SEND Support*

The student has a learning difficulty or disability which calls for special educational provision that is additional to or different from that made generally to other students. The actual support provided will vary according to the needs of the student. In the Senior Division, this may include Learning Development lessons facilitated through a reduced timetable.

6.4.4 *EHCP*

See Section 7

6.4.5 *A Student Profile*

A Student Profile is created for all students on SEND Support and EHCP in consultation with the student and their parents. The Student Profile outlines the student's areas of difficulty and strategies for support in the classroom and to enable teachers to provide High Quality Teaching. When writing Student Profiles, parents' and students' views are considered and respected, and subject teachers' input is also seen as an important contribution to the review process. There are opportunities for Student Profiles to be updated three times a year, including an annual review with parents. All paperwork is emailed to parents and Student Profiles are accessible to staff on the School's intranet.

7 Education Health and Care Plans (EHCP)

- 7.1 For a very few students, the help given at the SEND Support Stage may not be sufficient to enable the student to make adequate progress. Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHCP. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

- 7.2 Where a prospective student has an EHCP, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHCP can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHCPs are carried out as required. A representative of the LA should be present at reviews of students transferring to the next Key Stage.
- 7.3 Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the local authority if the authority is responsible for the fees and our School is named in Section I of the EHCP. In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

8 Provision for students with SEND

- 8.1 In all Divisions, provision for students on the SEND Register will vary according to individual need but is most likely to be a mixture of small support groups and in-class support using the expertise of Subject Teachers, Learning Support Assistants or Specialist Teachers. Support from either Learning Support Assistants or Specialist Teachers is normally targeted at students who are on the Progress Monitored, SEND Support or EHCP stages, but not to the exclusion of others seeking help in a classroom situation. Provision will be adapted and tailored to the individual needs of the students.

8.2 SEND Provision in the Nursery

In the Nursery, we implement a high-quality adaptive teaching approach, using a variety of resources. Students are supported in class to achieve their identified short-term targets.

8.3 SEND Provision in the Preparatory Divisions

In the Preparatory Divisions provision is categorised into three levels or 'waves' of support.

8.3.1 Support Under Wave 1 Provision

Support under Wave 1 Provision is available to all students and is categorised by adaptive and inclusive teaching in the classroom. The first level of additional support for pupils will always be high quality adaptive teaching that is supported by the whole School policy of inclusion. Lessons will be planned and adapted in such a way that it is ordinarily available and supports all pupils. Where there are large numbers of pupils who share the same learning needs, plans can be adjusted to cater for these pupils as a group, however in some cases individual adjustments will be made to scaffold and support a pupil to that they can access the lesson.

8.3.2 Support Under Wave 2 Provision

Wave 2 support will be in addition to wave 1 and will include some tailored intervention support programmes for groups of pupils. Support will be targeted at pupils on Progress supported or SEND Support on the SEND Register. Support under Wave 2 is designed to increase rates of progress and secure learning for groups of students. It will usually take the form of a structured programme of small group support that is carefully targeted and delivered by teachers or Learning Support Assistants.

8.3.3 *Support Under Wave 3 Provision*

Wave 3 pupils will be in addition to Wave 1 and 2 support. Support under Wave 3 will be for those pupils on SEND Support on an EHCP and will include an increasingly individualised programme of support using evidence-based interventions. This will involve one-to-one or very small group support via a trained Learning Support Assistant towards the achievement of specific targets that will be identified in the pupil's Pupil Plan.

Some interventions may be offered before the start of the formal School day or after School. Where students are invited to these sessions and parents have agreed that their child can attend, they must make every effort to attend all the sessions. If these additional interventions are repeatedly missed, a decision may be made to no longer offer the additional support sessions to this pupil.

8.3.4 *Public Examinations:*

Pupils with SEND may have some difficulty accessing assessments and may qualify for access arrangements for public examinations, in the form of extra time, scribes or rest breaks etc. All examination access arrangements for SATs are awarded according to the regulations set out by the government's guidance for Key Stage 2. Access arrangements for Independent Schools Examination Board (ISEB) entrance examination, which includes New Hall School, follows the ISEB access arrangements guidelines.

8.4 SEND Provision in the Senior School

8.4.1 *Key Stage 3 SEND Support Lessons*

This may include timetabled lessons in the Learning Development Department or short-term intervention sessions as agreed.

8.4.2 *Key Stage 3 In-class Support Lessons*

LSAs work alongside subject teachers in some core subject lessons. The aim is to provide support in as many lessons as possible, as far as resources allow.

8.4.3 *Key Stage 4, Years 10 & 11 Lessons*

Support is offered in the Learning Development to students on SEND Support stage via the option blocks.

8.4.4 *Key Stage 4, Years 10 & 11 In-class Support Lessons*

Support is offered by LSAs in some core lessons at Key Stage 4

8.4.5 *Sixth Form (Key Stage 5)*

Sixth Form students are invited to seek help individually from the Learning Development

Department, as the need arises. Individual support from specialist teachers may also be offered where required.

8.4.6 *Study Club*

In order to assist students with study, the Department operates a Study Club at lunchtime and after School for students in Key Stages 3 and 4.

8.4.7 *Some interventions may be offered before the start of the formal School day or after School. Where students are invited to these sessions and parents have agreed that their child can attend, they must make every effort to attend all the sessions. If these additional interventions are repeatedly missed, a decision may be made to no longer offer the additional support sessions to this student.*

8.4.8 *Nature of Support*

The development of core literacy skills – such as reading, reading comprehension, writing and spelling – and/or numeracy is likely to form a central focus in SEND support lessons. In addition, the Learning Development Department recognises the importance of teaching a broad range of study skills, with particular emphasis on effective revision strategies.

8.4.9 *Public Examinations*

Students with SEND may qualify for access arrangements for controlled assessments, module tests and public examinations in the form of extra time, supervised rest breaks, use of laptops, use of computer readers etc. All examination access arrangements are awarded according to the regulations set out by the Joint Council for Qualifications' "Access Arrangements and Reasonable Adjustments". It is important to note that students and parents cannot instigate this process and all referrals for access arrangements must originate from teachers.

9 SEND Partnerships

9.1 **Partnership with Parents**

The student's best interests are met through effective communication and support from both home and School. Parents of students who receive SEND Support or who have an EHCP will be invited to attend review meetings to discuss their child's progress.

9.2 **External Support Services**

The School seeks to promote a good working relationship with educational psychologists, medical consultants and other specialists consulted privately by parents. Recommendations from external professionals will be considered in line with School policies and regulatory guidelines. All external assessments are paid for by the parents. In order to provide effective support in School, any reports (e.g by an Educational Psychologist, Paediatrician, or Speech and Language Therapist) must be shared with the School within two weeks of receipt.

10 Welfare needs

10.1 **Additional barriers can exist when detecting the abuse or neglect of students with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of students.**

In accordance with the guidance set out in Keeping Children Safe in Education (typically updated annually) the School is mindful of the fact that students with SEND are often the most vulnerable students within a school. The SENCo in each division works closely with the Designated Safeguarding Lead.

All staff are aware that:

- Indicators of possible abuse such as behaviour, mood and injury should not be attributed to the student's special educational need without further exploration

- Students with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- There may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

11 Alternative arrangements

11.1 Withdrawal from the School

We reserve the right, following consultation with parents, to ask or require parents to withdraw their child from the School if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- the student is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and/or
- the parent has withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the students learning difficulties; and/or
- the student's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange;
- the student has special educational needs that make it unlikely that he/she will be able to benefit sufficiently from the selective education and facilities which we provide.

11.2 Alternative placement

In any of these circumstances, we will do what is reasonable to help find an alternative placement which will provide the student with the necessary level of teaching and support.

11.3 Financial

Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

1 Preparatory Divisions SEN Resources**1.1 Staffing**

- Prep SENCo
- Learning Support & Cover Assistants (LSCAs)
- Teaching & Cover Assistants (TCAs)
- Teaching Assistants (TAs)
- Nursery Manager
- Deputy Nursery Manager (Nursery SENCo)
- Nursery Practitioners
- Class teachers

1.2 ICT

There is a suite of networked computers and workstations. All pupils in Years 5 and 6 have their own iPads and are permitted to use them at home. All pupils in Reception to Year 4 have access to a class set of iPads. Pupils may use Apps as part of their interventions that are recommended and/or produced by The British Dyslexia Association and other reputable sources. Pupils may access to assistive technology including speech-to-text and text-to-speech software on their iPads.

1.3 Resources and Equipment

Resources are held in the Learning Development Department (Preparatory Divisions). As well as computers etc, a variety of equipment is available to enable a multi-sensory approach to the teaching of students with learning difficulties to be maintained.

2 Senior Divisions SEN Resources

2.1 Staffing

- Head of Learning Development (SENCo)
- Teacher of Learning Development (Numeracy) (f/t)
- Learning Support Assistants (f/t)

2.2 ICT

All students have iPads and students may use Apps as part of their intervention recommended and/or produced by the British Dyslexia Association and other reputable sources. Students may access assistive technology including speech-to-text and text-to-speech software on their iPads.

2.3 Resources

Resources are held in the Learning Development Department (Senior Divisions). As well as computers etc, a variety of equipment e.g. educational games, is available to enable a multi-sensory approach to the teaching of students with learning difficulties to be maintained.

2.4 Literature

2.4.1 *Staff Reference*

A good range of staff reference materials are at hand to support further reading and lesson preparation.

2.4.2 *Student Reference*

The Learning Development Department, in consultation with other curriculum subject departments, maintains regularly updated sets of texts used in a range of subjects for reference by students working in the department. A range of novels, poetry and plays is available.