



SEND Policy

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Summary of changes and reviews

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2.0	September 2021	Reviewed and changes made by Lauren Cronk.	LC
3.0	June 2022	Reviewed and changes made by Sara Stephens as newly appointed Head of Learning Enrichment.	SS
3.1	September 2022	Reviewed by Sara Stephens	SS



Contents

Introduction	3
Definition of special educational needs	3
Definition of disability	4
Governor and staff responsibilities	4
The school's SEN provision.....	5
Identifying and supporting pupils with SEN and disabilities.....	5
Hatherop Castle’s graduated approach to SEN Support.....	5
Parent & Pupil consultation	7
Recording progress of pupils with SEND	8
Early Years Provision	8
Further aspects relating to SEND provision.....	8
Admissions	8
Withdrawal	9
Pupils with an Education Health Care Plan ('EHC Plan')	9
Three-year accessibility plan	9
Bullying and behavioural issues	10
Entitlements to additional time and/or support in external assessments	10
Review.....	11



SEND POLICY

Introduction

Hatherop Castle is committed to the equal treatment of all pupils, including pupils in EYFS, and those with special educational needs (SEN) and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision,
- not treating disabled pupils less favourably than their peers,
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education,
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities,
- ensuring parents are informed 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
- Statutory framework for the early years foundation stage 2020

Parents may also be directed to the SEND Local Offer, Families Directory to obtain advice on additional support and advice available in the local area. The Local Offer can be found here: <https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/>

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced 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,
- 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 or early years providers,
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.



Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

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). Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Governor and staff responsibilities

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEN and disability. The Head is responsible for overseeing all aspects of the School's SEN provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The SENCO's responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and Wishford Governance,
- 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 SEN 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 the school boarding staff, external professionals and agencies, as appropriate,
- ensure the school keeps records of all pupils with SEN up to date.

The Learning Enrichment Department consists of:

Mrs Sara Stephens – Head of Learning Enrichment & SENCO

Mrs Sarah Canning – Assistant SENCO & Aspire Co-ordinator

All teachers are responsible for helping to meet a pupil'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.

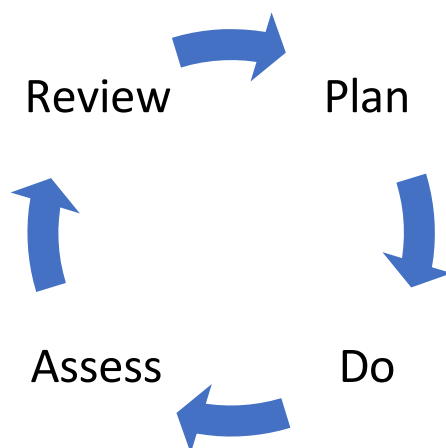


The school's SEN provision

The School's SEN provision currently includes: in-class differentiation, learning support (in and out of class). Additional specialist teaching, support from the SENCO, additional one-to-one lessons are charged to parents.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, (for example where there are early indications that a pupil is not making expected progress,) appropriately selected assessment materials may be used by the SENCO. These standardised assessments are used in conjunction with school reports and grades as a basis on which, to initiate special educational provision through the School's graduated approach to SEN support. This follows the steps outlined in the Special Educational Needs and Disability Code of Practice.



If a member of staff has a concern about a child they should complete the [initial concern form](#) and save it in the relevant year group folder under the child's name. A meeting will then be held with the SENCO and a monitoring period will be put in place to ensure that the best support can be put in place. The Learning Enrichment Department also assist in termly progress meetings with the Deputy Head. Within these meetings, assessment data is reviewed in parallel with the expected level of progress. Where progress is not line with the expected progress, a monitoring period will be actioned. During this time the SENCO will monitor class performance, as well as inputting the student into an appropriate intervention group; the student's progress is reviewed once more at the end of term. At this stage, if further support is needed, a meeting will be held with parents, where the most suitable support needed is identified.

Hatherop Castle's graduated approach to SEN Support

- **Assess:** The School will carry out age appropriate analysis to ascertain the child's needs so that support can be matched to need. Once the initial concern has been identified (routes and initial processes identified above), a consultation with parents will be held to discuss the best course of action and agreed actions will be made. This may include a monitoring period, school-based assessments or further assessment from a professional outside of the school.



- **Monitoring** – The class teachers, tutor and boarding staff will monitor the child’s behaviour and learning outcomes to assess the best course of action moving forward. These results are considered alongside school reports, whole school GL Assessment results.
 - **School age descriptors** – diagnostic descriptors will be completed as part of the initial screening and monitoring process. These will highlight where a child’s need may fit in regards to Cognition & Learning, Communication & Interaction, Physical & Sensory, Social, Emotional & Mental Health or Hearing or Visual impairment. These can be found in Staff Data and will be reviewed annually with tutors and teachers to gain an understanding of how the child changes over time.
 - **School based assessment** – This can include the following tests; YARC/WRAT5, reading rate, accuracy, comprehension single word spellings and Maths, CTOPP- Phonological processing, DASH –Handwriting, Working Memory and Processing tests.
 - **Reports from external agencies and professional recommendations** – these reports will form an education care plan to be distributed to staff for further support in all lessons and the recommended strategies will be put in place where reasonably possible.
- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil to formulate the child’s IEP (Individual Education Plan). These will be available to staff and will be distributed and highlighted on staff inset days. Please note that any significant changes mid-term will be inputted into the IEP and redistributed accordingly.
 - **Do:** The interventions put in place are progressive and are described as:
 - **Wave 1:** The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson. Carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. These are interventions that are supported by the class teacher or a teaching assistant, and monitored by the SENCO.

Class differentiation, this is done in a number of ways according to subject and the child’s difficulties. They may include use of a larger font size, of use coloured paper or overlays, quiet safe spaces to work, focused spelling lists and must, could, should expectations for both class work and prep.

These are regarded as *Reasonable Adjustments* and do not incur a charge.

- **Wave 2:** A specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. These may include: Occupational Therapist exercises, Speech and Language therapy, Play therapy, Music therapy. They may also be initiated by the class teacher or may include group work such as: Power of 2, Early phonics, Phonological awareness training, handwriting support or ELSA support.



These are again regarded as *Reasonable Adjustments* and do not incur a charge.

- **Wave 3:** Specifically targeted learning which is highly structured and kinaesthetically taught by a suitably qualified SEN teacher. The pupil will be offered 1-1 or very small group lessons. An IEP (Individual Education Plans) is drawn up identifying the need, suggesting appropriate differentiation and access arrangements for learning, plus set, achievable targets which are reviewed termly. This plan is based upon assessment and agreed to by the SENCO, the teachers, the parent and where appropriate the Pupil.

The Provision Plan MUST be agreed by a parent before lessons can start. This is regarded as enhanced provision and for this there is a charge. Costs are published on the school website.

Please note, any student at Hatherop that has an Educational Psychologist Report that identifies a diagnosis, and/or has an EHCP, will have an IEP (Individual Education Plans). This means therefore that the student will be classified as Wave 3. In some situations, although the student is on wave 3 with an IEP, they may not require 1:1 support; meaning no additional charge will occur. This, as with all other students, will be reviewed termly.

- **Review:** Teachers will work closely with the SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child. The effectiveness of any support and its impact on the child's progress will be reviewed termly OR as agreed between the School and parents. Teachers, working with the SENCO, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate). During the termly review the parent and pupil voice must be captured as key stakeholders to the SEN support.

The School recognises that some pupils with a SEN may also have a disability. 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.

Parent & Pupil consultation

The School will do all that is reasonable to support and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed. 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 should ensure the School is given copies of all advice and reports received. Parents should always be consulted, be kept informed of any action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action, through email, face to face meeting as part of the open-door policy or in a parents evening. Due weight will be given to a pupil's wishes, according to their age, maturity and capability.

Parents will acknowledge their understanding of any **enhanced provision put in place for their child and the subsequent costs**, by signing the pupil IEP (Individual Education Plans) and understand that the



learning journey will differ to those of their peers according to the severity of their challenges.

Should a child demonstrate behaviour that is consistently unacceptable, a pastoral support plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented.

Recording progress of pupils with SEND

The School will record the progress of any support provided for pupils with learning difficulties, disabilities, and/or an EHCP (Education Health Care Plan). This will be recorded by way of an IEP (Individual Education Plans). This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and is kept on the School's information system, IEP (Individual Education Plans) contains key information such as:

- The additional or different provision of support in place
- Student Strengths and Analysis of need
- Teaching strategies
- Exam arrangements (if required)
- Involvement of any specialists or professionals
- SMART Targets with specific review dates and progress comments
- A termly review comment from all stakeholders including, pupil, parent, and staff comments. (In upper school this will be the tutor and SENCO and prep prep and middle school will be class teacher).
- Lesson notes will be recorded on here with any progress against targets and assessments

The IEP (Individual Education Plans) may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO. The pupil, subject to their age and understanding, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets. The School will measure the overall progress of pupils with SEND at the end of the various key stages such as 11+ and Common Entrance.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Mrs. Lucy Riley who along with the child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Further aspects relating to SEND provision

Admissions

The School welcomes all children 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 a SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place. 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 SEN and disabilities (if known) through discussion and meetings with parents. Consideration will be given to professional reports and references from previous schools, as well as an 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 child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found in the Parent Handbook and is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year accessibility plan

Version: 3.1
Dated: September 2022
Next review: September 2023



A copy of the School's Accessibility Plan found on the school website This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve 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 benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and the staff through INSERT, 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 pupil who displays inappropriate behaviour.

The School recognises that disabled pupils 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.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

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. Parents should speak with the SENCO with regard to any application for additional support as soon as reasonably practicable. The SENCO will process applications for appropriate examination access in conjunction with the child's form teacher and Head.



Review

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

