



SEND Policy

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Summary of changes and reviews

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3.3	October 2025	Reviewed by Rose Tomlin	RT
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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):

- Education (Independent School Standards) Regulations 2014
- Statutory framework for Early Years Foundation Stage (DfE, December 2023)
- Education and Skills Act 2008
- Childcare Act 2006
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- Equality Act 2010
- Children and Families Act 2014
- This policy has regard to the following guidance and advice:
 - Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (Code of Practice)

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

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
- (c) are under five and fall within the definition at (a) or (b) above or are likely to do so when of compulsory school age if special educational provision is not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support.

A child who finds a particular subject difficult does not necessarily have a “learning difficulty” in the legal sense of that expression, there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

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

Learning difficulties may affect children who have a high IQ and academic abilities as well as those of lower IQ and ability



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:

- **Head of Learning Enrichment & SENCO**
- **Learning Enrichment Teaching staff**
- **Learning Enrichment Teaching Assistants**

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.



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 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, reading rate, accuracy, comprehension single word spellings and Maths, CTOPP- Phonological processing, DASH –Handwriting,
- **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 highlight an individual's profile and specific strategies that have been identified to support individual needs, a Pupil Passport will be written. A Pupil Passport is a one page profile that starts with pupil voice; collaboration with parents and staff agree the contents on the final document. If SEN support is provided, through, LSU lessons or therapeutic intervention (regular SALT or OT) the pupil will be included on the SEN register. 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 accord

- If a pupil has had external assessment to identify a SEND and their needs are able to be met within the reasonable adjustments of inclass support they will be placed on the SEND register. A pupil Passport will incorporate any recommendations from the external assessment.

Do:

- All teachers are expected to implement Reasonable Adjustments for all pupils. These are part of day to day teaching and learning and are evidenced through short term planning.
- Where a pupil has a Pupil Passport, this document is shared with all staff who will implement strategies
- Form tutors play a key role in ensuring that the pupil's voice is clearly communicated on their pupil passport. A form tutor may build in time for short term additional tutoring around a specific need or strategy.
- Recommended strategies from a SENCo or from any specialist assessments (Educational Psychology, Speech and Language Therapy, Occupational Therapy, Clinical Psychology) may also be incorporated into



- a Pupil Passport. Parental voice is also valued.
- Each year group in the Prep school has allocated intervention time built into their timetable. This provides year groups with an opportunity to implement a time bound intervention that might support a specific identified need.
 - All children on the SEN register will have an IEP where specific interventions are outlined. Provision is connected to a pupils target. Interventions might include, LSU 1-1 lessons, SALT regular interventions, OT regular interventions, ELSA

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.



The school's SEN provision

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.

Initial Concerns

Pupils who are of an initial concern to a teacher should be supported by following a teacher-led Graduated Approach Model, through Assess, Plan Do, Review Cycle

Teacher Led 'Assess' should include analysis of school based assessments and qualitative observations highlighting what is not expected and appropriate for the pupils chronological age and year group.

Parents will be kept informed at this stage of initial concern. Teacher Led 'Plan' should include SMART targets. Such targets should be documented on termly pupil goals document.

Teacher Led 'Do' activities should connect to a given SMART target. 'Do' activities should include but not be limited to evidence based common good practice strategies and tools for pupils with SEN. Pupils may access additional interventions to support the identified area of need.

Teacher Led 'Review' should include the SENCO where adequate or desired progress has not been made

Collaborative Graduated Approach

Following continued concerns from the teacher-led cycle of the Graduated Approach APDR, the SENCO will provide additional school based assessment and observation to better understand the pupil's level of attainment and progress.

Following this additional assessment and observation, feedback, guidance and collaboration from Learning Enrichment staff will be provided upon refining the APDR second cycle.

Further APDR cycles may include external advice from Specialist Personnel (for example, Educational Psychologists, Speech and Language Therapists, Occupational Therapists or Clinical Psychologists)

Recommendations from such assessments may be integrated into a pupils documentation to ensure that needs are fully understood and met.

The school values the contributions of external professionals and may consider information from reports such as those provided by Educational Psychologists, therapists, or other specialists when planning support for pupils with SEND. While these reports can offer valuable insights, the school will exercise professional judgment to determine the appropriateness of any recommendations. The inclusion of external advice into school documentation will occur where it aligns with the pupil's needs and the school's context; however, the school is not obliged to adopt recommendations that are not deemed suitable or practical.



Documentation

A pupil passport may be written during the second APDR cycle so that all teaching staff are more aware of areas of difficulty and effective strategies for the pupil. Pupil's voice and parental input is sought in the formulation of this document.

Additional targeted Special Education may be recommended following assessment from the SENCo. Targeted provision from the Learning Enrichment Team could be made available. This service is optional and has an additional cost to parents.

In collaboration with the SENCo and teaching staff, an Individual Education Plan (IEP) will be written for this pupil, documenting the Graduated Approach of specialized education support and provision. An IEP will aimed to be reviewed termly in collaboration with parents and subject teachers. If a pupil is accessing additional Special Education, then the pupil will be included on the Special Educational Needs register.





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.

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.

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



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 pre-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 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

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 INSET, 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.

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.



Review

This policy will be reviewed again in January 2027

