

THORPE HALL

SCHOOL

Special Educational Needs and Disability (SEND) Policy

Thorpe Hall School ('the School') is committed to the equal treatment of all pupils including those with special educational needs and disabilities ("SEND"). This policy works towards eliminating disadvantages for pupils with SEND 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 SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND
- 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
- EHRC guidance 'Reasonable adjustments for pupils with disabilities
- Statutory framework for the Early Years Foundation Stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, EAL Policy and Accessibility Plan.

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;
- 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 by 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.

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, 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.

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

The Governing Body is responsible for determining school policy and provision for pupils with SEND.

The Headteacher 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 Special Educational Needs & Disabilities Coordinator (SENDCO) is Mr Upward, who is a member of the Senior Leadership Team.

The SENDCO'S responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Headteacher and Governing Body
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEND, 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 SEND
- 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 SEND
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

Identifying and supporting pupils with Special Educational Needs and Disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. 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 Special Educational Needs (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, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request a formal assessment of a 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.

If there are significant emerging concerns, or identified special educational needs or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Consideration should also be given to a pupil's wishes (according to their age, maturity and capability).

Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils 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 pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- reading pens;
- 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 pupils 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 and every pupil and to ensure that all pupils 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 they 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 pupil;

- 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 pupils (and potential pupils).
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The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, SENDCO, 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 pupil 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.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENDCO. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

How support is delivered

All support is delivered by classroom teachers and the Learning Development Team (LDT) The LDT comprises the school SENDCO and the Learning Support Assistants (LSAs) in the Senior School and Learning Assistants (LAs) in the Prep School. Thorpe Hall School acknowledges that the needs of children are mostly met by teachers who have a good and comprehensive understanding of the needs of each individual child; teachers cater for the needs of pupils in the classroom through well thought-through differentiation in planning and delivery of the curriculum. Sometimes that differentiation is supported by a Learning Support Assistant.

In Nursery and Reception class all children with SEND are given equal opportunity to access the Early Years Foundation Stage curriculum. Planning is modified to meet the individual needs of all children, including those with SEND. This could include adapting the learning environment, such as providing extra support (e.g. allocating adult support to a child who finds it hard to sit at group times) or providing carefully chosen resources (e.g. chubby and triangular pencils). The SENDCO is responsible for identification, monitoring and recording of children with SEND and for ensuring a high quality provision to meet their needs.

In the Prep School, LA-led withdrawal sessions may be put in place for pupils if it is recognised that their needs cannot be met in-class or if such sessions are recommended by an external agency.

In Key Stages 3 and 4 pupils are generally not withdrawn from curriculum teaching, and may receive LSA support in class, unless it is recognised that their needs cannot be met by in class support alone. Additional time will also be allocated to their learning needs outside class time – during lunch, break or before school.

Identification

Pupils at Thorpe Hall School may be offered support by the Learning Development Team (LDT) for any one of the following reasons:

- A pupil has an Education and Health and Care Plan (EHCP)
- They have a Specific Learning Difficulty that has been formally identified by an Educational Psychologist
- Standardised testing shows that they are achieving scores well below their chronological age in reading, spelling or maths
- They are struggling to keep up and sustain progress within the classroom
- They are identified through class work and standardised testing to be working at a level well above average for their age.
- They have been identified as needing support in terms of emotional, behavioural, physical and sensory needs.
- They are a speaker of English as an additional language (EAL)
- They require support in relation to an identified disability

Initial Meeting

Once a pupil has been identified as in need of support from the LDT for reasons listed above the SENDCO will convene a meeting with the parent(s), pupil (if age appropriate), relevant teachers, and the LDT. From this meeting agreement will be made as to the details of the school's support provision.

Short term need intervention

The School recognises that some pupils might need a short burst of intervention support – for example to improve spelling/reading over 6 weeks. In these circumstances parents may request a meeting but otherwise will just be informed, and there will be no Individual Support Plan written.

Provision

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - action - review:

Assess – Once identified, using the methods laid out above and following the initial meeting, a pupil receives an Individual Support Plan (ISP) and the support of the LDT. Pupils with a particularly high level of educational needs may be eligible for an EHCP from the Local Authority. ISPs and EHCPs are created in full consultation with the pupil and parents. EHCP's are usually reviewed six monthly for children 5 years and under and annually for those over five years old.

Plan – Teachers, collaborating with the LDT, using the information gathered during assessment, adapt and differentiate their teaching thus making provision for the pupil's identified areas of need. In general, this will mean that classroom provision is widened to meet a greater need, rather than additional provision being created – thus ensuring proper and appropriate inclusion for the pupil with SEND. Where provision is made outside of class, this will have a clear reason and purpose, with specific desired outcomes which will be recorded on the Individual Support Plan.

Action – The teacher is at the centre of day to day working with all pupils, including those with SEND, even when interventions and specific provision involves one-to-one teaching away from the class. Teachers work closely with the LDT to plan and deliver all support and intervention which will mean there is a shared perception of desired outcomes. Feedback from the teachers and LDT then forms part of the review process.

Review –Progress towards meeting planned outcomes will be tracked at least termly, in line with standard reviewing procedure, including assessing whether the gap is narrowing between pupils with SEND and all pupils. The teacher is at the centre of this process, and ideally, a termly review meeting with SENDCO, parents, support staff and pupil (if age appropriate) will evaluate the provision laid out in the ISP and analyse the pupil’s forthcoming needs. If a termly review meeting is not possible or appropriate, the SENDCO will hold a review meeting at least annually and will enter into communication termly with the pupil and parents in some form and record that communication. In addition, pupils with an EHCP will receive an annual review with invited representatives from the Local Authority.

Screening

All pupils are screened using a wide variety of well-established tests which reveal strengths and weaknesses in cognitive profiles. Information from feeder schools/nurseries is monitored and, where necessary, liaison prior to intake occurs.

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.

Recording progress of pupils with SEND

Any child receiving help through SEND support is recorded as having ‘special educational provision’ on the school’s register of SEND, unless identified as short-term need intervention. This contains precise information relating to the child’s entrance and exit dates on and off the register.

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Support Plan. This is drawn up in consultation with the pupil's teacher, the SENDCO, the pupil and their parents and kept on the School's information system. The Individual Support Plan contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Individual Support Plan was drawn up and date for review.

The Individual Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the pupil 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 to see how much progress they make compared with that of their peers.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The

designated teacher or 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 SEND.

The School will treat all applications from SEND pupils in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria.

Thorpe Hall School's Admissions Policy states:

"Thorpe Hall School is non-selective on the basis of academic ability but pupil applicants must show suitability to become a member of the community. The School reserves the right to refuse admission."

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, or if the school deems that its capacity to meet the needs of its pupils has been reached (reasonable adjustments notwithstanding).

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before the School considers the application for a place. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

The Thorpe Hall School Parent Contract states:

"You may be asked to withdraw your child if in the opinion of the Headteacher the school cannot provide adequately for your child's special educational needs".

The School will always consider its obligations under the Equality Act 2010 and will make reasonable adjustments to meet the needs of SEND pupils.

The School's Admissions Policy can be found on the School website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School judges that it is unable to accommodate a SEND 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 SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND 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.

Accessibility Plan

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.

A copy of the School's Accessibility Plan can be provided upon request by writing to the Headteacher. 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

The School recognises that SEND pupils may be particularly vulnerable to being bullied. 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 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 SEND 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 SEND 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 SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

The School's 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 their child's form teacher or SENDCO with regard to any application for additional support as soon as reasonably practicable. The SENDCO will process applications for appropriate examination access in conjunction with the Examinations Officer.

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 their child's form teacher or Head of Year if their child's progress or behaviour gives cause for concern.

Complaints

It is hoped that close home-school liaison will minimise the need for complaints concerning Learning Support, but should they arise parents/carers are encouraged to contact the SENDCO at the school in the first instance.

We undertake to reply to the complaint within twenty-four hours **wherever possible**.

If the complaint cannot be resolved by the SENDCO then the matter is referred to the Senior Leadership Team/Headteacher.

If the complaint cannot be resolved by the Senior Leadership Team/Headteacher then parents should follow the school's Complaints Procedure which is published on the school's website.

This policy is reviewed annually by the Board of Governors to ensure the School meets the needs of those pupils with SEND.

Reviewed	October 2025
Approved	October 2025
Next Review Date:	October 2026