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## **1. Introduction**

- 1.1 This policy sets out arrangements at Windlesham House School (“the School”) for pupils with special educational needs and disabilities including admissions and identification and support for pupils with Special Educational Needs and Disability (SEND).
- 1.2 This policy and procedures also apply to our Early Years Foundation Stage and after School care.
- 1.3 The named SENDCo (SEND Coordinator) at the School is Mrs Melissa Jordan (the Head of Learning Enrichment).

## **2. Acronyms used within this Policy**

**SEND** – Special Educational Needs and Disability

**SEN** – Special Educational Needs

**EHC Plan / EHCP** – Education Health Care Plan

**LE** – Learning Enrichment

**GATE** – Gifted and Talented Education

**CPD** – Continuing Professional Development

**EAL** – English as an Additional Language

**WSCC** – West Sussex County Council

**SMART** – Specific, Measurable, Achievable, Realistic, and Timely

**TA** – Teaching Assistant

**ESOL** – English for Speakers of Other Languages

**iSAMS** – Internet based schools admin management system

## **3. Values**

- 3.1 The School has high expectations for all of our pupils. We are committed to the equal treatment of everyone, including those with SEND. We believe in inclusion for all and our vision is to ensure that pupils are confident, self-advocating, independent and self-aware, regardless of any barriers to learning.
- 3.2 This policy works towards eliminating disadvantages for pupils with SEND by:
  - Using best endeavours to ensure that pupils (including those with medical conditions) get the support needed in order to access our 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 the 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.
- 3.3 This policy should be read in conjunction with the Curriculum Policy, Gifted and Talented (GATE) Policy and the Teaching and Learning Policy

#### **4. Definition of special educational needs**

- 4.1 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 in mainstream schools
  - are under five years old and would be likely to have such difficulties if special educational provision were not made for them.
- 4.2 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 our English as an Additional Language (EAL) Policy.

#### **5. Definition of disability**

- 5.1 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).
- 5.2 The School recognises that some pupils with a SEN may also have a disability. We 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 for. Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

#### **6. Governor and staff responsibilities**

- 6.1 The governing body is responsible for determining school policy and provision for pupils with SEND.
- 6.2 Ben Evans, the Headmaster, is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of this policy in practice.
- 6.3 Melissa Jordan, the Head of Learning Enrichment (LE) leads SEND provision at Windlesham and reports to Pippa Sutcliffe, Deputy Head Academic. Jon Farrer, Deputy Head Pastoral (who is the School's Designated Safeguarding Lead) meets regularly with the Head of LE to discuss vulnerable pupils. Kate Hooper, the School's Head Nurse is responsible for pupils who take medication for a need e.g. ADHD.
- 6.4 Melissa Jordan, the Head of LE Enrichment (SENCo), is responsible for:

- determining the strategic development of SEND and provision at the School, together with Ben Evans (Headmaster), Victoria Mason (Deputy Head Academic) and the 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 so that teaching practices are appropriate
  - ensuring parental insights are considered by the School to support their child's SEND
  - liaising with Kate Hooper (Head Nurse), external professionals and agencies, as appropriate
  - ensuring that the School keeps records of all pupils with SEND up to date.
- 6.5 The LE Department has a range of specialist skills and qualifications. There are three members of staff within the LE Department who work across all the year groups to provide 1:1, paired and group additional lessons, and support in class for both SEND and ESOL pupils. There are also five teaching assistants who provide additional support in the Pre-Prep including a 1:1 Speech and Language TA for a pupil on an EHCP and there is a shared teaching assistant in Year Three and Four. An external speech and language therapist visits the School to provide weekly sessions with children when needed.
- 6.6 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.

## **7. Continuing Professional Development**

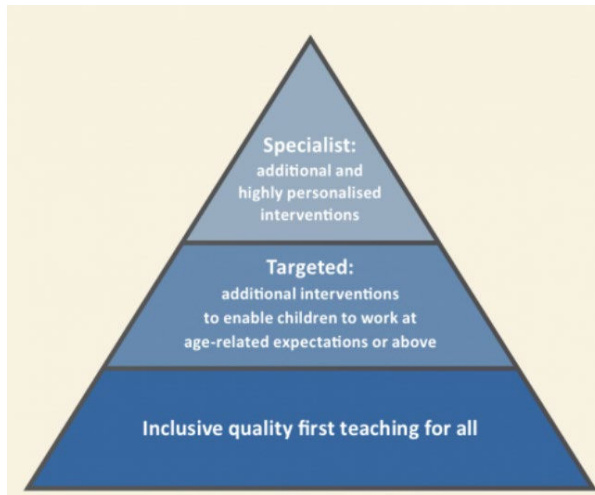
- 7.1 The Head of LE, in collaboration with the Deputy Head (Academic), has overall responsibility for providing SEND-related CPD. LE department members are supported to find external providers to develop their skills and knowledge as professionals. The Head of LE is responsible for the training of teaching assistants and teaching staff with regard to SEND. Regular CPD sessions are run by the Head of LE for the teaching team, as well as meetings with individuals or groups.
- 7.2 The School's SEND provision is tailored to the needs of individuals and may include:
- in-class differentiation
  - additional support from a teaching assistant or a member of the LE Department within some lessons
  - additional lessons with a member of the LE Department.
  - additional sessions with an external occupational therapist or speech and language therapist

## **8. Identifying and supporting pupils with SEN and disabilities**

- 8.1 The School's curriculum plans and schemes of work take account of the needs of all pupils, including those with SEND. We regularly review pupil progress to help monitor whether individuals are on track to achieving their full potential. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where we reasonably consider that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, we 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, early interventions led by the class teacher or additional lessons with a member of the LE Department).
- 8.2 We may suggest that parents obtain a formal assessment of their child (e.g. with a level 7 assessor, an educational psychologist or an occupational therapist); the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure that the School is given copies of all advice and reports received.
- 8.3 If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. Children and parents are involved in decisions and all targets and provision is recorded on an Individual Education Plan which is reviewed termly.
- 8.4 Arrangements for special educational provision are made through the School's graduated approach to SEND support: assess - plan - do - review:
- **Assess:** We will carry out an analysis of the child's needs so that support can be matched to need. This analysis will be based on classroom observations, informal and formal assessments and communication with children, staff and parents. We will need permission from parents to screen a child and all results will be shared and discussed with children, parents and staff. If we feel further assessments are required, we will consult with parents to discuss all possible options.
  - **Plan:** Where it is decided to provide SEND support, the teacher and the Head of LE will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the child's Individual Education Plan.
  - **Do:** Teachers will work closely with the Head of LE to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
  - **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly. Teachers, working with the Head of LE, will revise the impact and quality of the support and interventions in light of the pupil's progress and will decide on any changes to the support, in consultation with the child and parents.
- 8.5 Inclusion on the SEND register does not preclude a pupil from also being noted on the GATE register, should the pupil be gifted and/or talented in a particular area and have learning

differences or disabilities. Class profiles will detail all relevant needs and all teachers will deliver appropriate waves of intervention. Please refer to GATE policy clause 4.5.

8.6 When SEND is identified, the following model of support is relevant:



- **High Quality Teaching**  
Quality First Teaching is high quality, inclusive teaching for all pupils and therefore requires effective differentiation to cater for individual needs. The LE department work with staff to provide guidance and resources that will help children access the curriculum and achieve their full potential.
- **Targeted interventions**  
If LE screening identifies standardised scores of 89 or below, or the child is presenting with significant difficulty in class, targeted interventions are introduced.
- **Specialist teaching**  
If LE screening, or an external assessment (such as a report by an educational psychologist/occupational therapist/speech and language therapist) identifies standardised scores of below 85, specialist teaching is incorporated into the child's weekly timetable.

## 9. SEND Register

9.1 Pupils will be placed on the SEND register on iSAMS in the following categories:

- Monitoring – grey star
- Moderate – yellow star
- Mild – blue star
- Severe – red star

## **10. Recording progress of pupils with SEND**

- 10.1 The LE Department 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 on the child's Individual Education Plan. This is drawn up in consultation with the pupil's teacher, the Head of LE, the pupil and their parents.
- 10.2 Individual Education Plans contain key information such as:
- The child's strengths and interests
  - The child's challenges
  - Strategies that teachers can use to differentiate their lessons and support the child in everyday lessons
  - The child's ambitions and dreams
  - SMART (specific, measurable, achievable, realistic and timely) targets
  - Weekly provision
  - Relevant assessments
  - Reviews (termly) to monitor progress
- 10.3 Each Individual Education Plan is a working document and may be amended as and when circumstances change. The pupil, 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.
- 10.4 The designated member of the LE Team responsible for coordinating SEND provision in Reception, Year One and Year Two is Melissa Jordan. The class teacher, and, Melissa Jordan, as Head of LED, will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

## **11. Entitlements to access arrangements in assessments**

Children may be entitled to access arrangements, such as additional time, movement breaks, a quiet room, a prompter or a scribe. Melissa Jordan arranges for children to be assessed, to confirm which access arrangements they qualify for, if either children, parents or staff feel there is a need for these access arrangements to be put in place.

## **12. Admissions**

- 12.1 The School is gently selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. Our Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.
- 12.2 We will treat every application from a SEND pupil in a fair, open-minded way. However, we will assess all pupils for admission on the basis of our standard selection criteria.
- 12.3 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

our Admissions Team, before they sit our entrance exams, so that adequate provision can be made for them on the day. Parents are asked to provide a copy of all medical and educational psychologists' reports where applicable. Before an offer of a place is made, we will assess whether we are able to adequately cater for and meet any SEND by reading the reports, working with the child and talking to the parents. We may also ask to speak to staff at the child's current/ previous school if necessary.

- 12.4 An offer of a place may not be made if we are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.
- 12.5 Our Admissions Policy can be found on our website. It applies equally to all prospective pupils and details how we support those applicants with SEND.

### **13. Withdrawal**

Where, after all reasonable adjustments have been made or considered, we feel that we are unable to effectively accommodate a SEND pupil or meet their needs, we may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

### **14. Pupils with an Education Health Care Plan ('EHC Plan')**

- 14.1 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 Head of LE have the right to ask West Sussex County Council to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the Headmaster and the Head of LE before exercising this right. The School will always consult with parents before exercising this right. If West Sussex County Council 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.
- 14.2 Where a prospective pupil has an EHC Plan, the School will consult with the parents and West Sussex County Council (WSCC) to ensure that the provision specified in the EHC Plan can be delivered. 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 WSCC if they are 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 WSCC to ensure that relevant annual reviews of EHC plans are carried out as required.

### **15. Three-year accessibility plan**

A copy of the School's Accessibility Plan can be provided upon request. 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 of information to disabled pupils, which is readily accessible to pupils who are not disabled. We are progressively introducing facilities for wheelchair users and hearing loops will be added over time as the need arises.

## **16. Bullying and behavioural issues**

- 16.1 All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught during form time, PSHE lessons and in assembly/ chapel services the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. We recognise 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. There is a copy of these policies on the school website.
- 16.2 We also recognise 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.
- 16.3 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; and
  - communication barriers and difficulties in overcoming these barriers.
- 16.4 The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child. The school uses 'My Concern' (safeguarding) and a 'Pastoral Concern' system through iSAMS which also flag and communicate any issues. The Head digital learning provides regular sessions for pupils and parents on cyber-safety.

## **17. Data**

The LE Department works in line with our Data Protection Policy. Confidential and sensitive data is stored securely online or in locked storage in the LE Department. Essential information, that is relevant to the teaching and learning of individual pupils, is either stored on iSAMS or password-protected. After a two-year period of the pupil leaving the school, SEND data is then kept at the school in accordance with our Storage and Retention of Documentation and Information Procedure.

Data, including educational psychologist or other external professional reports, will not be shared without the express permission and request of the parents.

## **18. 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 begin by notifying their child's form tutor if their child's progress or behaviour gives cause for concern.

## **19. Compliance**

- 19.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools
  - DfE SEND Code of Practice 0 – 25 (2015)
  - Schools SEN Information Report Regulations (2014)
  - Statutory Guidance on supporting pupils at school with medical conditions (2014)
  - The National Curriculum in England Key Stage 1 and 2 framework document (2013)
  - Safeguarding Policy
  - Accessibility Plan
  - Teachers Standards 2012
  - KCSIE 2023

## **20. Review**

The School will review this policy on an annual basis to ensure we meet the needs of those pupils with SEND.