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Introduction

St Faith's ('the School') is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). The School and this policy seek to be enabling not disabling. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with SEND and medical conditions) get the support needed in order to access the School's educational provision
- not treating pupils with disabilities less favourably than their peers
- making reasonable adjustments so that pupils with disabilities are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND engage as fully as possible 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 referred to:

- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [Supporting pupils at school with medical conditions \(2015\)](#),
- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Working together to safeguard children - GOV.UK \(2023\)](#),
- [Early Years Foundation Stage statutory framework \(January 2024\)](#)

This policy is to be considered alongside other relevant policies and documents, which are accessible to parents on the school's [website](#) and to members of Staff on [SharePoint](#).

- Accessibility Plan
- Accessibility Policy
- Admissions
- Anti-Bullying
- English as an Additional Language (EAL)
- Equal Opportunities
- Parental Complaints
- Pastoral Behaviour and Discipline
- Safeguarding and Child Protection
- Staff Handbook and Code of Conduct

Definition of Special Educational Needs (SEN)

A child or young person has Special Education Needs (SEN) 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 or early years providers
- are under five years old and would be likely to have such difficulties when they reach compulsory school age 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 has a disability 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.

Areas of Need

The Code of Practice (2015) identifies four broad areas of need although, in practice, a child may have need in more than one area:

Communication and Interaction (to include but not limited to):

- Speech, language, and communication needs (SLCN)
- Autistic Spectrum Disorder (ASD)
- Social Communication Difficulties

Cognition and Learning (to include but not limited to):

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD) including dyslexia, dyspraxia, dyscalculia, dysgraphia

Social, emotional, and mental health difficulties (SEMH) (to include but not limited to):

- Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)
- Anxiety
- Attachment disorder

Sensory and/or physical (to include but not limited to):

- Visual impairment (VI)
- Hearing impairment (HI)

Governors and staff responsibilities

The school recognises that it is the collective responsibility of the Governing Body, as the School proprietor, to ensure the needs of all pupils are met. The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

To fulfil its legal responsibilities, St Faith's has established an Accessibility Policy Review Committee. This committee reviews policies, procedures, and facilities affecting disabled pupils, staff, and prospective pupils. Their goal is to improve education accessibility through reasonable adjustments and future planning, including physical access improvements. The committee ensures awareness and adherence to the current provisions on the Accessibility Plan throughout the school. Further information about the committee's activities is set out in the Accessibility Policy.

The Head, through the Deputy Head Academic and Head of Pre-Prep, is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Head of Learning Support's responsibilities include:

- determining the strategic development of the SEND policy and provision in the school, together with the Head 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
- ensuring the views and experiences of pupils are listened to and are considered when planning support
- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date
- providing staff training at Inset sessions
- providing support to staff on SEND related matters
- providing support to parents on SEND related matters and signposting them to relevant professionals

The School's Learning Support Department consists of

- One full time Head of Department
- One full time Pre-Prep Learning Support Coordinator and Teacher for Pre-Prep and Year 3/4
- Two part time Learning Support Teachers for Year 5-8
- One full-time Higher-Level Teaching Assistant
- One part time administrative assistant
- A separate 'Discovery Zone' building in which to provide SEND support.

All teachers are teachers of children with SEND and are responsible for helping meet a pupil's needs. All staff are expected to understand this policy so that the School can seek to identify, assess, and make provision to meet those needs.

The Department also collaborates with external professionals including Educational Psychologists, Clinical Psychologists, a Community Paediatrician, Speech and Language Therapists, an Occupational Therapist, and a Physiotherapist, play therapist and school listener.

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 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 SEND (and should not automatically lead to a pupil being recorded as having SEND).

Parents will always be consulted and kept informed of any action taken to help their child, and of the outcome of this action, and the Head of Learning Support will arrange timely meetings to discuss their child's progress and support. Pupil's views will also be considered when planning support (according to their age, maturity and capability).

The School may request parents to obtain a formal assessment of their child from a relevant professional (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 notify the School of this in advance as the School may wish to input and/or be involved. Parents should ensure the School is given copies of all advice, assessments and reports received as soon as obtained.

At St Faith's we use the graduated approach to identifying and supporting pupils with SEND: Assess, Plan, Do, Review (APDR). We will liaise with class teachers, subject teachers, external agencies and professionals to plan appropriate interventions and support.

Assess:

Where a concern has been raised that a pupil is not making expected progress a referral may be made to the Learning Support department. They will conduct an analysis of the child's needs so that support can be matched to need, and this may be in the form of observations, internal assessments, analysis of examination data and progress reports. In consultation with parents and teachers a child may be recommended for additional support in the classroom, small group support or an individual programme of support may be compiled.

It may be necessary to engage the specialist support of external agencies and professionals to help assess the child's needs and advise on any support needed. This could include referrals to: school nurse, optometrist, Speech and Language therapist, Educational Psychologist, Paediatrician, Occupational and/or Physio therapist. Liaison between the School and parents is important especially if the parents are seeking the support as the School may wish to input and/or be involved in any assessment/obtaining of support. Any specialist advice/diagnosis received will always be discussed with the parents and the child (where appropriate) and with relevant staff.

Plan:

Where it is decided to provide SEND support, the Head of Learning Support will agree in consultation with parents, relevant teachers, and the pupil the adjustments, interventions, support and any teaching strategies or approaches and/or external assessment/support that are to be put in place/obtained. These will be recorded on SIMS and An Individual Education Plan (IEP) will be written by the Learning Support team in collaboration with any external professionals involved and shared with parents. All relevant staff will be alerted to the child's needs and the plan in place

Do:

At St Faith's we use the following model to support our pupils with additional needs:

Wave 1 – General support

High Quality Teaching within the classroom which takes into account the learning needs of all the children. This includes appropriate differentiation provided by the teacher and with support from experienced teaching assistants where applicable. This level of support will ensure full access to a broad curriculum and meet the needs of most children.

Wave 2 – Targeted support

Small group support that is tailored to the pupil's needs. It is time-specific with the aim of closing the gap in knowledge or skills quickly. (Examples of this support are targeted spelling, reading, maths and social skills groups.)

Wave 3 – Specialist support

Targeted interventions by specialists for a minority of children where regular monitoring has shown that they are still not making expected progress with Wave 1 and 2 support. In discussion with parents, class teachers and/or Heads of Departments pupils will be referred to the Learning Support department for 1:1 support to seek to enable them to achieve their potential. They may also have further assessment from external agencies.

Any diagnosis and recommendations from outside specialists will inform and support individual Learning Support programmes.

The Learning Support department may provide individual pupils up to two bespoke 1:1 sessions per week. This is separate to any EHCP that may exist which will have its own separate provisions.

These pupils will be identified on the SEND register as SEN Support (K) and will have an IEP

Wave 4

This refers to pupils who have come to the end of their Learning Support programme and no longer need SEND support. Progress will be monitored using the normal monitoring procedures and further support can be requested at any point.

Review:

- the effectiveness of any support and its impact on the child's progress will be reviewed each half-term, or more often, if agreed with parents
- teachers, working with the Head of Learning Support, 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)

In addition:

- The Head of Learning Support meets weekly with the Deputy Head Academic
- The Pre-Prep Learning Support Coordinator meets weekly with the Head of Pre-Prep
- The Head of Learning Support meets regularly with the Year 3 and 4 Lead Teachers
- Children with SEND in Years 3-8 may be discussed in the Weekly Individual Concerns Meeting as necessary
- Teaching staff are expected to demonstrate their knowledge of, and provision for, children with individual needs as part of The Teaching in Partnership programme, and evidence of provision may also be expected in books as relevant
- Parents will be invited to meet with the Learning Support teaching staff each term according to the consultation schedule and may request an additional consultation at any time during the term
- Class lists for cover should include indications of particular strength or weakness and any individual needs

In **exceptional** circumstances, if a child's needs are determined to be in conflict with their ability to progress alongside their peers, despite intervention and consistent in class support and individual sessions, a discussion will be arranged with parents. It may be that where appropriate external professional assessment/support may also need to be obtained.

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.

Recording progress of pupils with SEND

The School will record the progress and any support for pupils with SEND or where they have an Education Health Care Plan.

Pupils on the Learning Support register have an IEP which contains key information such as:

- 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
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Parental wishes/input
- The date for review

The IEPs may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Learning Support.

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.

All pupils, including pupils with SEND, have data about their progress and attainment levels recorded on SIMS.

Early Years Provision

The School monitors the progress of all pupils in the Early Years Foundation Stage ('EYFS'). There is a designated Pre-Prep Learning Support Coordinator who is responsible for SEND provision in EYFS. The Pre-Prep Learning Support Coordinator will also discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy, in collaboration with the Head of Pre-Prep, Head of Early Years and relevant class teachers.

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 School can meet the need and that provision specified in the EHC Plan can be delivered by the School. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Pupils with a Medical Condition

The School understands its responsibility to “ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential¹.”

All pupils with a medical condition will have an Individual Healthcare Plan (IHP). Some pupils may have a medical condition which causes them to require SEND support, in which case they may also have an IEP. Even in those cases where a pupil with a medical condition does not have a SEND, the Learning Support department will liaise closely with the Health Centre to understand the pupil’s IHP and will proactively work with the medical team, tutors and subject teachers to ensure that the pupil is making expected progress. The Learning Support department will proactively consider any reasonable adjustments that might need to be made to prevent the child being disadvantaged by their medical condition.

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 SEN/disabilities. The School will treat every application from a pupil with SEND in a fair, open-minded way.

Parents of a child who has a disability or special educational needs should provide the School with full written details prior to the time of application. We need this information so that we can assess whether we can accommodate the child’s needs and determine, and where relevant, make any reasonable adjustments.

The School employs a staff of qualified and experienced learning support teachers whose responsibility it is to help children who need support. We reserve the right to withdraw an offer of a place, even if such an offer has been accepted and a deposit received, if the School subsequently judges that a child’s educational needs are such that specialist help/adjustments beyond that which is reasonably available at/to the School will be required, or [if the School judges that even with reasonable adjustments the prospective pupil is not ready for the structured environment of the classroom they would be joining] or if it otherwise reasonably concludes that it is appropriate to withdraw an offer of a place.

If special educational needs or a disability become apparent to the School after admission, the School will consult with the child’s parents. The School may also take advice from the Learning Support Department and education and medical professionals. If no reasonable adjustments can be made or are made but are not adequate and/or effective, then the School will consult with the child’s parents as to the options available which may include an offer not being made, a place being withdrawn and/or the child moving to another school.

An offer of a place may not be made, or a place may be withdrawn 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 and observe its obligations under the Equality Act 2010.

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

¹ Department for Education and Department of Health and Social Care. (2020). *Special educational needs and disability code of practice: 0 to 25 years.*

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a pupil with SEND 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 we will do what we reasonably can to help the parents to find an alternative placement to seek to meet the needs of the pupil.

Charges

The School will not charge Parents for Reasonable Adjustments. Under an EHCP these will be funded by the Local Authority or by the School if not.

Any additional services, over and above Reasonable Adjustments, will need to be charged, either directly to the parent or to the Local Authority as relevant.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the Head of Learning Support. This sets out the School's plan to increase the extent to which pupils with disabilities can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to pupils with disabilities of information which is readily accessible to pupils who do not have disabilities.

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, PSHCE, school assemblies and Tutor Times 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 pupils with SEND may be particularly vulnerable to being bullied. The School is alert to this and 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 issues/difficulties or wider mental health issues. 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 seek to determine whether there are any causal factors such as undiagnosed learning issues/difficulties, difficulties with communication and/or mental health issues.

The Head of Learning Support reviews Trackit Light entries and is able to have a clear oversight of any that involve children on the Learning Support register. As noted in the Pastoral, Behaviour and Discipline policy any report of poor behaviour from a pupil with a recognised special educational need or disability will be discussed with the Head of Learning Support. Such pupils may require a sanction or further intervention to support their behaviours.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when seeking to recognise abuse and neglect in this group of children. The School is alert to the possibility that these can include:

- assumptions that indicators of 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 and Child Protection 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 SEND may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the Head of Learning Support with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Support will process applications for appropriate examination access.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents should notify their child's Tutor in the first instance if their child's progress or behaviour gives cause for concern. The child's Tutor has access to the Head of Learning Support should they wish to discuss any aspect with them and should matters remain of concern and/or unresolved then the Head of Year and/or Head of Learning Support can be involved in discussions as appropriate.

Wherever possible the School seeks to resolve concerns and complaints in a timely manner through an informal process, resorting to a formal process only where informal means have not been successful. Parents are encouraged to read the school's Parental Concerns and Complaints Policy for further guidance.

Review

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