

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

*For details of arrangements to adjust for individual needs please also refer to: Disability Policy;
Accessibility Policy*

Equality of opportunity at New Hall School is based on the Gospel values expressed in its Mission & Ethos Statement:

New Hall, a Catholic boarding and day school, provides
the best start in life, enabling students
to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings
where relationships are based on
care, trust and **respect**.

We **welcome** students from many traditions,
building a Christian **community** that has at its heart
prayer and **service** to others.

We strive to provide equality of opportunity for all members of our School community, within the context of a selective Catholic independent boarding and day school, making special provision for those with particular needs, including as to ability. We are committed to an inclusive and positive approach in ensuring that there is no unfair discrimination based on individual characteristics. The School expects that students and staff respect those of different backgrounds e.g. race, culture, ethnicity, religion or beliefs, colour, nationality, national or ethnic origins, sex, transgender, gender identity/fluidity, sexual orientation or disability.

1 **Aims**

- 1.1 The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for students who have learning difficulties and the co-operation we will need from parents.
- 1.2 This policy can be made available in large print or other accessible format, if required.

2 **"Special educational needs" and "learning difficulty"**

- 2.1 Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 2.2 Students have a learning difficulty if they:
 - 2.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or
 - 2.2.2 have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post 16 institutions (if your child has a disability, please ask to see our Disability policy);
 - 2.2.3 are under five and fall within the definition at 2.2.1 or 2.2.2 above or are likely to do so do when of compulsory school age if special educational provision was not made for the student.

- 2.3 A student 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 (Section 20 (4) Children and Families Act 2014). However, students for whom English is an Additional Language will be provided with appropriate support if required. Please refer to the School's policy for students with English as an Additional Language.
- 2.4 A student 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 students learn, in their skill at solving problems and in their general acumen. Students can attend support sessions if they need particular help with one or another aspect of a subject.

Areas of need may include Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health Difficulties, Sensory/Physical Needs. The limitations in the areas would go "beyond the normal differences in ability which exist amongst young people" and would be both "substantial" and "long term"

- 2.5 Our approach to the detection and management of learning difficulties will be guided by the *Special educational needs and disability code of practice: 0 to 25 years*, Department for Education (DfE), January 2015, or any substituting or amending code of practice issued from time to time by the Department for Education (DfE). Staff training on the School's approach to SEND is regularly undertaken during staff meetings and INSET days.
- 2.6 The specific objectives of this SEN policy are:
- to offer students with SEND and learning difficulties full access to a broad, balanced and relevant curriculum, including the National Curriculum, as appropriate
 - to identify promptly students with special educational needs and learning difficulties
 - to set and promote high expectations and standards for all pupils with SEND
 - to remove barriers to learning
 - to encourage and promote High Quality Teaching for all pupils with SEND
 - to ensure that all school staff are aware of pupils' SEND through the SEND register
 - to ensure effective communication between school and parents
 - to ensure that the views of students and parents are taken into account when decisions are being made about provision
 - to promote effective partnership with outside agencies as appropriate

3 SEND in the Nursery & Preparatory Divisions

3.1 SEND Roles and Responsibilities in the Nursery & Preparatory Divisions

3.1.1 SEND provision is a matter for the School as a whole: a register of those pupils identified as having SEND is circulated to Class Teachers, Subject-Specialist Teachers, Teaching and Cover Assistants (TCAs), Learning Support & Cover Assistants (LSCAs) and the Health & Wellbeing Centre.

3.1.2 The Head of Preparatory Division and Head of Pre-Prep Division, both work closely with the SENDCo (Preparatory Divisions) to make appropriate provision for pupils with SEND. All Class Teachers and Subject-Specialist Teachers are aware of the School's SEND policy and work in co-operation with the SENDCo (Preparatory Divisions) to plan and deliver differentiated programmes for pupils who need special educational provision.

3.1.3 The Nursery Deputy Manager is the SENDCo for pupils in the Nursery. The Deputy Manager is able to consult with the Area Inclusion Partner and/or SENDCo (Preparatory Divisions) and the Head of Learning Development, regarding provision for pupils with SEN.

For further information on staffing please see Appendix A.

3.2 Admissions Criteria

These are as set out in the school prospectus and the Additional Information Booklet. We accept pupils with SEND. Parents of pupils with special educational needs who meet the entrance criteria are encouraged to contact the School well in advance of proposed entry so that consultations can take place.

3.2.1 Parents should notify the school if they are aware that their child has a recognised/assessed SEND and provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere. Any subsequent reports (e.g by an Educational Psychologist, Paediatrician, or Speech and Language Therapist) must be shared with the School within two weeks of receipt.

3.2.2 Any child placed on the SEND register at the point of joining the Nursery or Preparatory Divisions should have any additional support they receive documented on a Provision Map. An Individual Education Plan will be created for students on SEND Support or with an EHCP. The proposed support should be discussed with parents, who should be asked for their input. The resultant Provision Map/Individual Education Plan (IEP) should then be shared with parents by the end of the first half term, at the latest.

3.2.3 The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School.

3.3 Identification, Assessment, Provision and Review Procedures in the Nursery and Preparatory Divisions

3.3.1 *Identification and Assessment*

We regard the early identification of SEND as essential. The School adopts a graduated approach to meeting special educational needs, in line with the SEND Code of Practice and The Local Offer. A range of evidence is collected through the usual assessment arrangements (please refer to Assessment, Recording & Reporting Policy), information from parents and sometimes reports from outside agencies. If observation and assessment suggest that a pupil is not making the expected progress the Nursery Deputy Manager/SENDCo (Preparatory Divisions), will consult with relevant staff and/or the Area Inclusion Partner, in order to decide whether additional and/or different provision is necessary. The Nursery Deputy Manager/SENDCo (Preparatory Divisions) will consult with parents as necessary and make recommendations.

3.3.2 *Individual Education Plans (IEP) (One Plan in the Nursery)*

Pupils on SEND Support will each have an Individual Education Plan (IEP). IEPs will be overseen by the SENDCo (Preparatory Divisions) and written by the Nursery Deputy Manager/Class Teacher in consultation with relevant support staff. External agencies may also be involved after discussion with parents. Parents have the opportunity to discuss their child's IEP/One Plan at a meeting. The first meeting will usually be with the Nursery Manager and the Deputy Manager/Class Teacher and SENDCo (Preparatory Divisions). Thereafter a separate appointment with the SENDCo (Preparatory Divisions) is offered to parents in addition to the meeting with the Nursery Deputy Manager/Class Teacher at Parents' Evenings.

The IEP/One Plan will detail:

- Short term targets (and long term in some cases)
- Teaching strategies to be used
- Extra provision
- Assessment arrangements/success criteria

IEPs are reviewed at least three times a year. One Plan's are reviewed every 6 weeks.

If the School has evidence that a pupil is making insufficient progress, despite support and intervention on SEND Support, parents will be encouraged to seek further expert advice through external agencies, which may include the Local Authority's (LA) psychology service or a private educational psychologist.

3.4 **Provision**

Provision varies according to individual need but is most likely to be a mixture of small support groups and in-class support.

In Nursery and Reception, the pupil is usually supported in class and given daily focussed tasks to be performed with the help of a Nursery Practitioner/TCA, working under the direction of the Nursery Manager/Class Teacher.

- 3.5 At Key Stage 1 (KS1) and Key Stage 2 (KS2), the pupil is supported in class and given daily focussed tasks by the Class Teacher. Additional support is provided by through TCA/LSCAs, working under the direction of the Class Teacher/SENDCo (Preparatory Divisions). A small number of pupils are withdrawn from class for group interventions with an LSCA/ SENDCo (Preparatory Divisions).

3.6 **External Support Services**

These may play an important part in helping the school identify, assess and make appropriate provision for pupils with SEND. Pupils at independent schools have access to the psychology and support services provided by their LA (*SEND Code of Practice*). The School also seeks to promote a good working relationship with educational psychologists and other specialists consulted privately by parents.

3.7 **Triggers for Progress Monitored**

In order for a pupil to access additional provision, a range of evidence is needed to demonstrate that the pupil is among the few pupils requiring intervention. In line with the guidance provided in the SEND Code of Practice, the following will be the triggers for progress monitored; they cover both attainment and behaviour/social skills:

3.7.1 *Nursery and Reception*

The pupil:

- makes little or no progress even when teaching strategies are targeted particularly at the pupil's weaknesses
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional or mental health difficulties which are not ameliorated by the strategies and techniques usually employed by the School
- has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

3.7.2 *Key Stages 1 and 2*

The pupil:

- makes little or no progress, even when teaching strategies are targeted particularly at the pupil's weaknesses
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or mental health difficulties which are not ameliorated by the strategies and techniques usually employed by the School
- has sensory or physical problems and continues to make no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Once it has been agreed that the pupil meets the criteria to access interventions that are additional to, or different from, the School's usual differentiated curriculum, the Area SENDCo and Deputy Manager (for Nursery pupils) or SENDCo (Preparatory Divisions) will usually take the lead in further assessment, monitoring and planning of future support. The Nursery Deputy Manager/class teacher retains responsibility for the planning and delivery of a differentiated curriculum. The pupil will be registered as Progress Monitored within the school, and receive the level of support appropriate to the Progress Monitored stage. Any support given in addition to Quality First Teaching will be recorded on the class provision map.

3.8 **Triggers for SEND Support**

Most pupils at Progress Monitored will make good progress with the additional support and expertise made available by the School. However, in a small number of cases, despite the school's best efforts, further intervention and support will be needed. The pupil will be considered to be at SEND Support Stage.

For pupils at the SEND Support Stage, the range of available evidence increases, as, in addition to the triggers for Progress Monitored, the following evidence will also be available.

3.8.1 *Nursery and Reception*

- continues to make little or no progress in specific areas over a long period

- continues working at the Foundation Stage curriculum, at levels substantially below that expected of pupils of a similar age
- has emotional and mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having individualised strategies together with a behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

3.8.2 *Key Stages 1 and 2*

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional and mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having individualised strategies together with a behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The resulting IEP should set out strategies for supporting the pupil's progress. The delivery of the curriculum using Quality First Teaching continues to be the responsibility of the Nursery Manager/class teacher but with increased advice and support from others.

3.9 **Education Health and Care Plans (EHCPs)**

Parents and the School have the right under section 36(1) of the Children and Families Act 2014, to ask the local authority to make an assessment with a view to drawing up an EHCP. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHCP can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHCPs are carried out as required. A representative of the LA should be present at reviews of pupils transferring to the next Key Stage.

Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHCP. In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

In accordance with Keeping Children Safe in Education 2022, the school is mindful of the fact that pupils with SEND are often the most vulnerable students within a school. The Nursery Manager/SENDCo (Preparatory Divisions) work closely with the Designated Safeguarding Lead and all staff are aware that:

- indicators of possible abuse such as behaviour, mood and injury should not be attributed to the pupil's special educational need without further exploration
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

5 SEND in the Senior Divisions

5.1 Roles and Responsibilities

Provision for students with SEND is a matter for the School as a whole. The Special Educational Needs Code of Practice (2015) states that every teacher is responsible for every pupil in their class, including those with SEND. The expectation is that all teachers will deliver "High Quality Teaching that is differentiated and personalised". In addition to the Governors, the Principal is responsible for the day-to-day management of the School including provision for students with SEND and, through the Vice Principal (Curriculum), works closely with the Head of Learning Development. HoDs and their departmental colleagues plan differentiated programmes of study for students who need special educational provision using Quality First Teaching.

The responsibilities of the Head of Learning Development include:

- Overseeing the day-to-day operation of the school's SEN Policy
- Liaising with, and advising fellow teachers
- Liaising with the Health & Wellbeing Centre
- Managing the Teachers of Learning Development and LSCAs in the Learning Development Department
- Co-ordinating the provision for students with SEND
- Overseeing the records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the INSET training of staff
- Liaising with SENDCos in maintained and independent schools and personnel from outside agencies e.g. educational psychologists, speech and language and occupational therapists
- Liaising with staff in Dyslexia Departments in HE Colleges and Universities as required.

For further information about Learning Development Department staffing see Appendix B.

5.2 Admissions Criteria

Please refer to the Admissions Criteria in the Admissions Policy. The School accepts students with SEND. Parents of students with special educational needs are encouraged to contact the School well in advance of proposed entry so that consultations can take place.

Parents should notify the school if they are aware that their child has a recognised/assessed SEND and provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere. Any subsequent reports (e.g by an Educational Psychologist, Paediatrician, or Speech and Language Therapist) must be shared with the School within two weeks of receipt.

Any child placed on SEND Support, or with an EHCP, at the point of joining the Senior Divisions should have their Individual Education Plan (IEP) in place on arrival, or by the end of the first half term at the latest. The proposed support should be discussed with parents, who should be asked for their input. The resultant IEP should then be shared with parents before the end of the first half term.

The School recognises that some students with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School.

5.3 **Identification, Assessment, Provision and Review Procedures**

The early identification of SEND is essential. The School adopts a graduated approach to special educational provision. A range of evidence is collected through the usual assessment arrangements (*see Assessment, Recording & Reporting Policy*). The MidYIS/YELLIS/ALIS baseline screening tests provide further useful diagnostic information relating to SEND as well as predictors for GCSE/A Level performance.

If observation and very low and/or discrepant results suggest that a student is not making the expected progress or has learning difficulties, the Head of Learning Development will act, in consultation with the relevant Head of Year (HoY) and/or Head of Boarding (HoB), the student's tutor and parents, to decide whether additional and/or different provision is necessary. Initially, this might take the form of additional diagnostic testing carried out by the Head of Learning Development. If the tests indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask parents to agree to their child being formally assessed by an educational psychologist and will ask them to agree to follow his/her recommendations, unless there are persuasive reasons to the contrary. The cost in this case must be borne by the parents.

Provision/action that is additional to, or different from that available to all students is recorded on an Individual Education Plan (IEP). An IEP is drawn up for all students placed on SEND Support. Qualified Learning Development teachers, in consultation with relevant support staff, parents and students, write these IEPs. External agencies may also be consulted.

The IEP will detail:

- Short term targets
- Teaching strategies to be used
- Extra provision
- Success criteria

When writing IEPs, parents' and students' views are considered and respected, and subject teachers' input is also seen as an important contribution to the review process. There are

opportunities for IEPs to be updated three times a year. Further discussions can take place between staff and parents by appointment in the Learning Development Department.

A Student Profile is created for all students on SEND Support in consultation with the student and their parents. The Student Profile outlines the student's areas of difficulty and strategies for support in the classroom and to enable teachers to provide High Quality Teaching.

All paperwork is emailed to parents. Student Profiles and IEPs are accessible to staff on the school's intranet

5.4 SEND Register

Students with an EHCP or on Progress Monitored or SEND Support Stages are named in the School's SEND Register. Information about students' SEN is disseminated to all academic and pastoral staff both through this Register and through IEPs and Student Profiles. All students on the SEND Register are flagged on the School's management information system.

5.5 The Nature of Support

The improvement of literacy skills: reading, reading comprehension, writing, spelling, handwriting and presentation are likely to be the focus of attention in withdrawal lessons. In addition, the Learning Development Department recognises the importance of teaching a wide range of study skills and in particular revision skills. The importance of numeracy is also recognised in withdrawal lessons. Both in terms of classroom support and withdrawal, the department stresses the importance of a small step, multi-sensory approach to learning and achievement.

5.6 Public Examinations

Students with SEND may qualify for access arrangements for controlled assessments, module tests and public examinations, in the form of extra time, use of laptops, scribes, etc. In such cases, the Head of Learning Development, in consultation with the Examinations Manager, follows the *Joint Council for Qualifications, Access Arrangements, Reasonable Adjustments and Special Consideration*. It is important to note that students and parents cannot instigate this process and all referrals for access arrangements must originate from teachers.

5.7 Recording and Reporting

Apart from the recording and reporting of progress through IEPs, students attending the Learning Development Department for small group tuition are tested annually in Years 7-9 to check progress in reading comprehension and spelling, in recognition of the centrality of English in all curriculum areas.

6 SEND Partnerships

6.1 Partnership with Parents

Staff will get to know the parents of students with SEND through regular scheduled meetings. Every effort will be taken by staff to ensure that matters concerned with SEND will be handled sensitively to the benefit of parents and their child.

6.2 External Support Services

These can play an important part in helping the School identify, assess and make appropriate provision for students with SEND.

The School is linked to Local Authorities who currently support students at the School.

7 The Nature of SEND Provision in the Senior Divisions

In providing for students with SEND, the philosophy of the School is that these needs are met through a system of in-class support using the expertise of subject teachers and LSCAs, combined with small group intervention by specialist teachers in the Learning Development Department. Support from both LSCAs and specialist teachers is normally targeted on students who are on Progress Monitored or SEND Support Stages, but not to the exclusion of others seeking help in the classroom situation. Learning Development staff would also adopt the approach that the higher the Stage, the greater the need and prioritise time accordingly.

7.1 Key Stage 3 Withdrawal Lessons

This usually constitutes three/four lessons per fortnight in place of Latin lessons or a Modern Foreign Language.

7.2 Key Stage 3 In-class Support Lessons

Specialist teachers and LSCAs work alongside subject teachers in core subject lessons. The aim is to provide support in as many lessons as possible, as far as resources allow.

7.3 Key Stage 4, Years 10 & 11 Lessons

Five lessons per fortnight are offered within the Learning Development Department to students on SEND Support Stage via the option blocks. Specialist teachers work with small groups of students to provide study skills support and some students may receive Mathematics/numeracy support

7.4 Key Stage 4, Years 10 & 11 In-class Support Lessons

Support is offered by LSCAs in some core lessons at Key Stage 4 – again, as far as resources allow.

7.5 Sixth Form (Key Stage 5)

Sixth Form students are invited to seek help individually from the Learning Development Department, as the need arises. Individual support from specialist teachers will also be offered, where required.

7.6 Study Club

In order to assist students with study, the department operates a Study Club, after School for students in Key Stages 3 and 4.

8 The Staged Model of Assessment used in the Senior Divisions

The three stages are: Progress Monitored, SEND Support and EHCP.

8.1 Progress Monitored Stage - Triggers:

The triggers in placing a student on the Progress Monitored Stage could be the HoY/HoB, the subject teachers, the tutor or others concerned, underpinned by evidence, who despite receiving differentiated learning opportunities using Quality First Teaching:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the management techniques usually employed by the School
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

8.2 SEND Support Stage - Triggers:

The triggers for SEND Support could be that, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected for students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

9 Education Health and Care Plans (EHCP)

For a very few students, the help given at the SEND Support Stage may not be sufficient to enable the student to make adequate progress.

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHCP. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has an EHCP, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHCP can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHCPs are carried out as required. A representative of the LA should be present at reviews of students transferring to the next Key Stage.

Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the local authority if the authority is responsible for the fees and our School is named in Section I of the EHCP. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

10 Alternative arrangements

10.1 Withdrawal

We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the selective education and facilities which we provide.

10.2 Alternative placement

In any of these circumstances, we will do what is reasonable to help you to find an alternative placement, which will provide your child with the necessary level of teaching and support.

10.3 Financial

Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

11 Welfare needs

In accordance with Keeping Children Safe in Education 2022, the school is mindful of the fact that pupils with SEND are often the most vulnerable students within a school. The Head of Learning Development works closely with the Designated Safeguarding Lead and all staff are aware that:

- indicators of possible abuse such as behaviour, mood and injury should not be attributed to the pupil's special educational need without further exploration
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

1 Preparatory Divisions SEND Resources**1.1 Staffing**

- SENDCo (Preparatory Divisions)
- Learning Support & Cover Assistants (LSCAs)
- Teaching & Cover Assistants (TCAs)
- Nursery Deputy Manager
- Nursery Practitioners
- Class teachers

1.2 ICT

There is a suite of networked computers and workstations and one shared printer. Children in the Preparatory Division receive a School iPad. The Nursey and Pre-Prep Division have access to banks of iPads to support teaching and learning.

Staff use software recommended and/or produced by:

- Dyslexia Action
- National Association for Special Educational Needs (NASEN)
- Professional Association for Teachers of Students with Specific Learning Difficulties (PATOSS)
- The British Dyslexia Association and other reputable sources

1.3 Resources

Resources are held in the Learning Development Department (Preparatory Divisions).

2 Senior Divisions SEND Resources

2.1 Staffing

- Head of Learning Development (SENDCo)
- Teacher of Learning Development (Sixth Form)
- Teacher of Learning Development (Numeracy)
- Learning Support & Cover Assistants (LSCAs)

2.2 ICT

All students have iPads and students may use Apps as part of their intervention recommended and/or produced by:

- The British Dyslexia Association and other reputable sources

Students may access assistive technology including speech-to-text and text-to-speech soft on their iPads.

2.3 Resources

Resources are held in the Learning Development Department (Senior Divisions).

2.4 Literature

2.4.1 Staff Reference

A good range of staff reference materials are at hand to support further reading and lesson preparation.

2.4.2 Student Reference

The Learning Development Department, in consultation with other curriculum subject departments, maintains regularly updated sets of texts used in a range of subjects for reference by students working in the department. A range of novels, poetry and plays is available.

2.5 Equipment

As well as computers etc, a variety of equipment e.g. educational games, is available to enable a multi-sensory approach to the teaching of students with learning difficulties to be maintained.