



SARUM HALL SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Date:	October 2026
Next Review Due:	October 2027
Reviewed by:	Head of Learning Support

INTRODUCTION

The purpose of this document is to state the school's policy and procedures for the identification, assessment and teaching of pupils with learning difficulties & disabilities / special educational needs (hereafter abbreviated to 'SEND'). It has been written with due reference to the Special Educational Needs and Disability Code of Practice, September 2014, and the Equality Act 2010.

DEFINITION

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' (Section 6, Equality Act 2010);

Included in the definitions above are pupils with sensory impairments such as those affecting sight or hearing and those with long-term health conditions such as asthma, diabetes, epilepsy, cancer and mental health conditions.

A child does not have a learning difficulty or disability solely because the language (or form of language) in which they are or will be taught in, is different from a language (or form of language) which is or has been spoken at home (Child and Family Act, 2014:20).

FUNDAMENTAL PRINCIPLES

The principles underpinning the SEND policy at Sarum Hall School are as follows:

- to meet the needs of all pupils with special educational needs;
- to offer pupils with special educational needs full access to a broad, balanced and relevant education;
- early identification of needs;
- to include pupils and parents in all stages of SEND provision;
- to work collaboratively with outside agencies and specialists;
- to base intervention on good and best practice;
- to implement a graduated approach to identification and support for SEND pupils, starting with quality first teaching within the classroom;
- to review intervention regularly;

OBJECTIVES

The objectives of the SEND policy are:

- to apply a whole school policy to meet each pupil's individual needs, following the Code of Practice for SEND (DfES 2014) and the Equality Act 2010;
- to ensure that each pupil has access to a broad and balanced curriculum whatever their special educational needs in order that they may all reach their full potential and make appropriate progress;
- to identify, assess and make provision for pupils with special educational needs at the earliest opportunity;

- to provide different levels of intervention to match the pupil's need;
- to ensure that no pupil is discriminated against, in any area of school life, on the basis of their disability or learning difference;
- to provide pastoral care and support for all pupils to ensure they build a strong sense of self-esteem and feel valued members of the school community;
- to ensure that each pupil's progress is regularly monitored and that appropriate records are kept concerning their special educational needs, the interventions that have been provided and their outcomes;
- to work in partnership with the pupil's parents at all stages as they have a vital role to play in supporting their child's education;
- to ensure that the pupils (wherever possible) are included in all the decision-making processes including those regarding the type of intervention proposed and the setting of targets;
- to support the School ethos to ensure that each pupil feels a valued member of the school community whatever their abilities;
- to develop and build on each pupil's strengths and successes.

SAFEGUARDING

Sarum Hall School promotes an awareness of those pupils who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs. Our twice-weekly staff meetings and referral process, encourage staff to maintain an increased mindfulness of such pupils and liaise with the Head of Learning Support who is also a member of the DSL team.

IMPLEMENTATION FOR EYFS, KSI AND KS2

STAFFING

The school has a Head of Learning Support (HLS) and their role is to oversee the development and operation of the SEND policy and provision in the school in order to support pupils with special educational needs by working closely with staff, parents, carers and outside agencies where appropriate. The HLS also provides related professional guidance to colleagues in order to secure high quality teaching for pupils with special educational needs.

The key responsibilities of the HLS:

- supervising the day-to-day operation of the school's SEND policy;
- co-ordinating provision for pupils with special educational needs;
- assisting Form Teachers (FT) and Specialist Teachers (ST) to identify, assess and make provision and intervention – through the way in which they adapt their teaching and by providing extra support – for pupils with SEND from Pre-Reception through to Year 6;
- to employ a cycle of 'assess, plan and do' then regular review of the success of interventions employed for pupils identified with a special educational need including those on Education, Health and Care Plans (EHCP);
- providing specialist teaching to small groups or individual pupils, in response to needs identified on EHCP;
- to liaise closely with and to support the work of any LSA working with a pupil with an EHCP;
- disseminating information on all pupils with special educational needs to all staff who may be involved with them;

- liaising with parents of pupils with special educational needs, reporting pupil's progress to them and involving them in decision making;
- seeking and responding to the views of the pupil with SEND at all stages;
- to help staff meet the needs of pupils with special educational needs with appropriate provision and resources. Where possible this will be done within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside school;
- ensuring that suitable exam and entrance assessment access arrangements are made for pupils who are disadvantaged by the normal procedures;
- liaising with external agencies, e.g. educational psychologists, speech therapists, occupational therapists, where appropriate; and arranging provision for them to see pupils in school if needed;
- liaising with the Headmistress and Bursar to make recommendations of reasonable adjustments that can be implemented to support specific children's needs;
- contributing to the in-service training of staff;
- maintaining accurate records including the regular updating of the Learning Support List.

ADMISSION ARRANGEMENTS (EYFS – YEAR 6)

Sarum Hall School is a non-selective day school for pupils aged 3 – 11 and the usual entry point is at age 3. Pupils are admitted to Pre-Reception following an interview with their parents. Children wishing to enter the School at a later stage will normally spend a day in the classroom with their year group and be assessed by the FT or ST. In addition, an assessment interview with reading, spelling, numeracy and ability tests may be carried out by the HLS. Should any child already have identified special educational needs, the parents should bring relevant reports to the admission interview so that an informed discussion can take place to decide whether Sarum Hall School is best suited to meet the specific needs of their child.

IDENTIFICATION AND ASSESSMENT

Quick and accurate identification is considered extremely important. A pupil's needs may become apparent through the following:

- admission procedures;
- concerns raised by a member of the teaching staff or a Teaching and Learning Assistant (TLA) (from Pre-Reception (EYFS) through to Year 6);
- screening procedures and assessments (those with standardised scores such as CAT4 as well as those set by the school such as end of term tests in maths and English);
- through expression of parental concerns;
- as a result of an assessment undertaken by the HLS, an external educational psychologist or other professional (conducted with parental consent/knowledge).

A pupil's needs are likely to fall into one or more of the following categories:

1. **Communication and Interaction:**

This includes autistic pupils and pupils with speech, language and communication needs (SLCN). All of whom have difficulty communicating with others.

2. **Cognition and Learning:**

This includes pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

3. **Social, Emotional and Mental Health Difficulties:**

This may include pupils who have a wide range of social and emotional difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained. Attention Deficit Hyperactive Disorder (ADHD) and its sub-types would also fall under this category. Our DSL, who is the Senior Mental Health Lead, is a support to both pupils and staff in these areas. There is also the First Aid Lead who works with pupils, staff and parents to offer help, guidance and intervention as necessary.

4. Sensory and/or Physical Needs:

This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Those pupils may need additional on-going support and equipment to access the curriculum.

GRADUATED RESPONSE

In order to help pupils who have special educational needs, the school adopts a graduated response that encompasses an array of strategies. There is a continuum of special educational needs and, where necessary, strands of action are organised so that increasing specialist expertise is used to support a pupil. Interventions can also be reduced as a pupil makes progress. For the vast majority of pupils, extra help will be provided from within the school's own resources.

SEND PROVISION FROM EYFS TO YEAR 6

Identification of special educational needs can occur at any point in a pupils' time at school. For many pupils, however, the identification process begins during the first few years at school. Initial concerns may arise where a pupil's rate of progress is slower than expected, either generally or in a specific area of learning, or where other barriers to learning, participation or wellbeing are identified. Concerns may be triggered by any of the following:

- FT's or ST's on-going observation and assessment;
- the results of screening procedures outlined earlier in this policy;
- concerns raised by parents
- concerns or difficulties identified by the pupil.

Where a FT or ST has concerns about a pupil, the first step is to complete an Initial Concern Form and return it to the HLS. The purpose of this process is to develop an understanding of the pupil's strengths and needs, identify and remove barriers to learning and determine the appropriate level of support. The School uses the principles of Assess, Plan, Do, Review throughout this process, with the level of support increased, reduced or adapted in response to the pupil's needs and progress.

- **ASSESS** - Once the HLS has received the Initial Concern Form, the HLS and FT will consider the information available and undertake a clear analysis of the pupil's needs. This may include discussion with relevant teaching staff, classroom observation, assessment information, screening results and examples of the pupil's work.

Information about the pupil's strengths and areas of difficulty will be gathered from a range of sources. This will include the views and experience of parents and the pupil's own views, gathered in an age-appropriate and proportionate way. Where appropriate, information or advice may also be sought from external professionals, such as an educational psychologist. The HLS may undertake further assessments where this would help to develop a clearer understanding of the pupil's needs.

- **PLAN** – The HLS and FT will consider the information gathered and agree the appropriate next steps. These may include a period of monitoring, specific classroom adjustments and adaptive teaching strategies, participation in an ordinarily available intervention or further assessment.

The support and adjustments to be provided will be clearly identified and communicated to relevant staff. Where a pupil is identified as requiring Classroom Support & Adjustments or SEN Support, the agreed provision will be recorded in an Individual Support Plan (ISP). Parents will be involved in decisions about their child's support and kept informed about their child's needs, progress and provision.

- **DO** – The FT retains responsibility for the pupil's learning and progress including where the pupil receives support from a TLA, the HLS or another member of staff.

In the first instance, identified needs will normally be addressed through high quality adaptive teaching, appropriate classroom adjustments and ordinarily available provision. This may include strategies such as breaking instructions into manageable steps, visual support, movement breaks, support for emotional regulation, additional opportunities for practice and participation in appropriate TLA-led intervention groups.

Where a pupil requires these identified classroom adjustment and/or ordinarily available interventions, they will be recorded on the Learning Support List in iSAMS as receiving **Classroom Support and Adjustments**. Pupils receiving Classroom Support & Adjustments may or may not have identified SEN or a diagnosed condition.

Where assessment indicates that a pupil has SEN and requires special educational provision that is additional to or different from that ordinarily available to pupils of the same age, the pupil will be recorded on the Learning Support List as receiving **SEN Support**. Provision at SEN support will be individualised according to need and may include regular individual or small group specialist teaching from the HLS alongside adjustments and interventions.

An Individual Support Plan (ISP) will be used for pupils receiving Classroom Support & Adjustments and SEN Support. The ISP will record the pupil's strengths and identified needs, pupil and parent views as appropriate, agreed outcomes, classroom adjustments and any additional provision, together with a review of the impact of the support provided. The ISP will provide a clear record of the school's graduated Assess, Plan, Do, Review approach.

- **REVIEW** – The effectiveness of the support and adjustments provided will be reviewed regularly, taking account of the pupil's progress, the views of teaching staff, parents and, in an age-appropriate way, the pupil.

For pupils receiving Classroom Support & Adjustments, the review will consider whether the agreed classroom adjustments and ordinarily available interventions are effectively removing barriers to learning. Support may be continued, adapted or reduced according to the pupil's needs. Where progress remains a concern despite appropriate support, further assessment will be undertaken and consideration given to whether the pupil requires SEN Support.

For pupils receiving SEN Support, progress towards the agreed outcomes and the effectiveness of the provision will be reviewed as part of the Assess, Plan, Do, Review cycle. Provision will be revised in response to the pupil's progress and changing needs and, where appropriate, advice from external professionals will be sought.

Where review indicates that a pupil's needs have reduced, the level of support will be adjusted accordingly. A pupil may move from SEN Support to Classroom Support & Adjustments where their needs can be met through ordinarily available provision. Where a pupil no longer requires specific classroom adjustments or additional intervention, they will be removed from the active Learning Support List. Their progress will continue to be monitored through the school's usual assessment and pastoral processes, and support can be reinstated if concerns arise.

EYFS – ASSESS, PLAN, DO, REVIEW

The Assess, Plan, Do, Review process described above applies equally to children in the EYFS. However, it is recognised that young children develop at different rates and that patterns of development may be uneven. This will be taken into account when considering whether a pupil may have an emerging or identified special educational need.

In the EYFS, identification is informed by ongoing observation and assessment, teachers' knowledge of typical child development, information from previous settings, discussions with parents and, where appropriate, information from health or other external professionals. Particular attention will be given to a child's development across all areas of learning, including communication and language, physical development and personal, social and emotional development.

Where a FT has concerns about a child's development or progress, an Initial Concern Form will be completed in accordance with the process described above. The FT will work with the HLS to gather and consider relevant information, identify possible barriers to learning and development and agree appropriate next steps.

Support will initially focus on high-quality inclusive practice, appropriate classroom adjustments and targeted support within the EYFS setting. This may include support from the FT and TLAs and interventions targeting areas such as communication and language, early literacy and numeracy, physical development and personal, social and emotional development. The HLS will provide advice, support and training to staff as required.

Where appropriate, advice or assessment may be sought from external professionals. The HLS will liaise with parents, staff and relevant professionals to support this process.

As elsewhere in the school, children whose needs can be met through ordinarily available provision will be recorded as receiving **Classroom Support & Adjustments** where an ISP is required. Where a child is identified as having SEN and requires special educational provision that is additional to or different from that ordinarily available to pupils of the same age, they will receive **SEN Support** and the school's graduated Assess, Plan, Do, Review approach will apply. These pupils will also have an ISP.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS

An Education, Health and Care Plan (EHCP) is a statutory plan for children and young people whose special educational needs require provision to be made through an EHCP.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil has not made expected progress, the school and parents may consider whether an Education, Health and Care (EHC) needs assessment is appropriate. A request for an EHC needs assessment may be made to the Local Authority by the school or by the pupil's parents.

Where the school makes or supports a request for an EHC needs assessment, it will provide relevant evidence regarding the pupil's needs, attainment and progress, the support and provision that have been put in place and

the impact of that provision. This may include Individual Support Plans and reviews, assessment information, the views of the pupil and parents, records of interventions and advice from external professionals.

The Local Authority is responsible for deciding whether an EHC needs assessment is required. Following an EHC needs assessment, the Local Authority will determine whether it is necessary for special educational provision to be made for the pupil through an EHCP.

Where an EHCP is issued, the school will work with the pupil, parents, Local Authority and relevant professionals to ensure that the provision specified in the plan is delivered. Pupils with an EHCP will also have an Individual Support Plan (ISP), which will translate the provision and outcomes specified in the EHCP into appropriate school-based targets, strategies and provision.

The pupil's progress towards agreed outcomes and the effectiveness of provision will be reviewed regularly. The pupil and parents will be involved in this process, alongside relevant school staff and other professionals as appropriate.

The HLS will take the lead within school in liaising with parents, the Local Authority and other relevant professionals in relation to EHC needs assessments and the review of existing EHCPs. EHCPs will be formally reviewed in accordance with statutory requirements.

PRACTICE & PROCEDURES

TIMETABLING

Where a pupil receives individual or small-group intervention outside the classroom, careful consideration will be given to the timing of this provision. The School will seek to ensure that pupils continue to have access to a broad and balanced curriculum and that intervention does not unnecessarily limit their participation in particular subjects or wider aspects of school life.

Decisions about the timing of intervention will take account of the pupil's individual needs, strengths and preferences, the nature and frequency of the provision required, their views where appropriate, and the views of parents and relevant staff. Where regular intervention is required, consideration will be given to varying the lessons or activities missed where practicable, so that a pupil is not routinely disadvantaged in the same area of the curriculum.

Intervention may, where appropriate, take place during curriculum time. Decisions will be made on an individual basis, balancing the benefit of the intervention against the pupil's need to access the curriculum and participate fully in school life. Break times and other opportunities for social interaction, physical activity and regulation will not routinely be used for intervention.

EXAMINATION PROCEDURES

Where a pupil has identified needs which may affect their ability to access examinations or assessments, appropriate access arrangements and reasonable adjustments will be considered. These may include, where appropriate, additional time, supervised rest breaks, use of a word processor, alternative rooming arrangements or modified examination papers.

Access arrangements will be based on evidence of the pupil's needs and, where applicable, their normal way of working within school. Appropriate arrangements will therefore be used in classroom assessments and internal examinations where this reflects the pupil's usual practice and needs.

For 11+ entrance examinations, Common Entrance and other external assessments, the HLS will liaise with parents and, where necessary, prospective schools or examination providers to establish the arrangements available and the evidence required. Applications or supporting evidence will be submitted in accordance with the requirements of the relevant school, examination provider or awarding body.

Where JCQ regulations apply, the school will follow the current JCQ Access Arrangements and Reasonable Adjustments regulations and associated evidence requirements.

The HLS will oversee the identification and recording of pupils requiring access arrangements and will work with teaching staff, parents and relevant professionals to ensure that appropriate evidence of need and normal way of working is maintained.

WORKING WITH PARENTS

The School recognises parents as important partners in identifying and meeting their child's needs. Parents will be kept informed and encouraged to have an active and valued role in decisions about their child's education and support. Close communication and collaboration between home and school helps to develop a shared understanding of the pupil's strengths and needs and provides valuable information about their response to support and intervention.

Parents are encouraged to raise any concerns about their child's learning, development or wellbeing with the FT and may also request a meeting with the HLS where appropriate. The school will similarly contact parents where concerns arise or where further assessment, adjustments or additional provision are being considered.

For pupils receiving Classroom Support & Adjustments or SEN Support, parents will be involved, as appropriate, in the development and review of the pupil's Individual Support Plan (ISP). Their views will contribute to the identification of needs, agreed outcomes, provision and review of progress. Parents will be kept informed of significant changes to their child's level of support or provision.

In addition to communication and meetings relating specifically to a pupil's support, parents will receive information about their child's progress through the school's usual parent consultation and reporting arrangements.

PUPIL PARTICIPATION

The School recognises the importance of involving pupils in decisions about their learning and support and ensuring that their views, wishes and feelings are heard and valued. The way in which pupils are involved will reflect their age, maturity, understanding and individual communication needs.

For pupils receiving Classroom Support & Adjustments or SEN Support, pupil voice will contribute to the identification of strengths and needs, the planning of appropriate support and the review of its effectiveness. Pupils will be encouraged, in an age-appropriate way, to identify what they enjoy and do well, aspects of learning or school life that they find more difficult and the strategies and support that they find helpful.

Pupil voice may be gathered in a variety of ways, including through informal conversations, observation, discussion with a familiar adult or more structured participation in the development and review of the pupil's ISP. The approach taken will be proportionate to the pupil's age, understanding and level of support.

RECORD KEEPING

The HLS is responsible for overseeing the School's records relating to pupils receiving Classroom Support & Adjustments, SEN Support and those with an EHCP, and for ensuring that the Learning Support List is accurate and kept up to date.

Records will provide a clear picture of the pupil's identified strengths and needs, the support and provision provided and, where appropriate, the pupil's progress and response to intervention. Records may include Initial Concern Forms, Individual Support Plans (ISPs) and reviews, assessment and screening information, relevant examples of work, records of interventions, reports or advice from external professionals, and information provided by parents.

The pupil's views will also be recorded in an age-appropriate and proportionate way. These may include their views about their strengths, aspects of learning or school life that they find difficult, the strategies they find helpful and their experience of the support provided.

Relevant communication and discussions with parents, external professionals and other agencies will be recorded appropriately. Significant discussions with parents relating to a pupil's learning needs, support or provision will be recorded on CPOMS in accordance with the school's record-keeping procedures.

Records will be treated as confidential, stored securely and shared only with those who require access in order to support the pupil or fulfil the school's statutory responsibilities, in accordance with the school's data protection and information-sharing procedures.

ACCESS TO THE SCHOOL ENVIRONMENT

Our site is accessible to staff and pupils with physical impairments on both the ground and first floor level. At present the playground is not accessible but reasonable adjustments would be made as necessary.

ACCESS TO THE LEARNING ENVIRONMENT

All pupils will have equal access to the curriculum at Sarum Hall School. Software and hardware necessary for supporting pupils with disabilities to access the curriculum will be purchased as the pupils' needs require.

EXTERNAL AGENCIES AND TEACHING STAFF

The school maintains a list of educational psychologists to whom parents may take their child for assessment. Other external specialists can also be recommended.

The school has relationships with a speech and language therapist and occupational therapist who are able to carry out assessments and intervention programmes in school as needed. Parents are referred to either specialist if teachers or parents note any concerns with speech or language development or fine or gross motor skills. The HLS organises any referrals and the therapist's timetable with due consideration of each pupil's schedule. Once contact has been made the parents deal directly with the speech therapist or occupational therapist on a private basis. Information about pupils is shared with external staff, such as peripatetic teachers and club leaders, if we feel it will be beneficial to their progress and involvement.

CRITERIA FOR EVALUATION

The following evaluation criteria will be applied to measure the success of the SEND policy:

- all staff are fully aware of the contents of the policy and the procedures contained in it;
- there is speedy and accurate identification of the special education needs of pupils;
- effective provision is put in place;
- there is continuous monitoring of the pupil's progress;
- reviews are systematic and effective;
- parents are aware of SEND policy and work in partnership with all staff involved with the pupil;
- resources are acquired and developed to support the special needs of pupils in school;
- pupils progress towards independent learning.

COMPLAINTS PROCEDURE

If there is any cause for complaint over an issue relating to Special Educational Needs, it should first be directed to the appropriate teacher or HLS. If a concern has not been satisfactorily addressed the school has a detailed complaints procedure that can be found in our 'Complaints Procedure Policy'.

INSET

All staff attend regular conferences and courses on their specialism. Regular INSET days and curriculum meetings are held at school on topics of general concern. Special Educational Needs is included in this programme.