

Special Educational Needs & Disability Policy

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V.4	October 2022	Staff Changes listed
V.5	January 2024	Staff list removed 2. SEN definition amended 4. Last para amended to include Inset 8. New section – links with External Agencies 9. Renumbered & minor wording change
V.6		Reviewed - No changes required
V.7	April 2026	5. Additional information added to the 'Plan' section (ILP) 5. NB added – Overlap between SEND and Mental Health 6. Line added to reference Section 8 7. Additional paragraph referring to Appendix (Inclusive Teaching) 8. New section – pupil and parent participation Appendix (New) – High-Quality Teaching and Inclusive Classroom Practice 10. Admissions - amended to state a 'range' of approaches and 'following consultation with parents' removed.

		Entitlements to additional time – line added regarding no legal responsibility to put in place access arrangements suggested by an external specialist.
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I. Policy Statement

Luckley House School is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND).

This policy aims to ensure that the educational needs of pupils with SEND are fully met, as far as is practicable, by:

- making any necessary adjustments in matters of admission
- providing the requisite support to access the School curriculum and the wider activities of the School
- keeping parents informed and up to date with respect to progress and development
- in drawing up this policy the School has regard to the following advice and guidance in so far as they are applicable:
 - Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015 and updated September 2024)
 - Equality Act 2010
 - Children and Families Act 2014.

This policy should be read in conjunction with the Admissions and Equal Opportunities Policies and the Accessibility Plan.

We recognise that independent schools not listed under Section 41 of the Children and Families Act 2014 are not legally required to follow all statutory “musts” in the SEND Code of Practice.

However, we adopt the Code’s principles as good practice and ensure that our provision aligns with its expectations wherever possible.

2. Definition of Special Educational Need (SEN)

Pupils have ‘Special Educational Needs’ (SEN) if they have learning difficulties or learning disabilities which call for special educational provision. In accordance with the Children and Families Act 2014, children of compulsory school age or young people have SEN if they:

- have significantly greater difficulty in learning than most children their age
- have learning disabilities which either prevent or hinder them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- the expression ‘Special Educational Need’ covers a wide range of neurological differences, including, but not restricted to Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit (Hyperactivity) Disorder (ADHD) or (ADD) and Autistic Spectrum Condition. It may also include those who have problems with their eyesight or hearing, or those whose learning difficulties result from social, emotional, or mental health difficulties
- pupils will not be regarded as having SEN solely because the language or form of language of their home is different from the language in which they will be taught. The support for those pupils whose first language is not English is set out in the English as an Additional Language (EAL) Policy

3. Definition of Disability

A child or young person is ‘disabled’ if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities as defined by the Equality Act 2010.

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

4. Governor and Staff Responsibilities

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

The Head is responsible for overseeing all aspects of SEND provision and keeping the Governing Body fully informed of its implementation.

The Special Educational Needs Coordinator (SENDCo) is Mrs Kate Robinson.

Her responsibilities include:

- determining the strategic development of the SEND policy and provision in the School
- day-to-day responsibility for the implementation of the SEND policy
- coordinating specific provision for pupils with SEND including those who have Educational Health Care Plans (EHCP)
- ensuring all staff understand their responsibilities to pupils with SEND
- ensuring that teachers are given any necessary information relating to pupils' learning support needs and/or disabilities and adjust their teaching practices accordingly
- ensuring parental insights are taken into account in support of their children's SEND
- liaising with medical staff, the counsellor, and external professionals and agencies as appropriate
- ensuring records are kept of all pupils with SEND and that they are up to date.

All teachers are responsible for helping to meet pupils' educational needs irrespective of any specialist qualifications or expertise and are expected to understand this policy so that the School can identify, assess, and make provision to meet those needs. The Learning Support Department is committed to providing INSET for the teaching body to enhance their understanding and awareness of neurodevelopmental conditions and how best to support pupils with a wide range of differing needs.

5. Identifying and Supporting Pupils with SEND

The curriculum, departmental plans and schemes of work take proper account of the needs of all pupils including those with SEND and pupil progress is regularly reviewed. Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to him/her being recorded as having SEND. However, where the School reasonably considers that a pupil may have a specific learning difficulty or disability, for example where there are early indications that he/she is not making the expected progress, we will do all that is reasonable, in collaboration with parents (and the pupil as appropriate), to help determine the action required including whether any additional support is needed.

The School may request parents to obtain a formal assessment of their child such as by an educational psychologist, the cost of which will be borne by the parents. Where parents wish to request an independent formal assessment, they must ensure the School is given copies of all advice and reports received. If the report is to give evidence for Access arrangements (see below), the assessor must be approved by the School, as per Joint Council of Qualifications (JCQ) requirements.

If there are significant emerging concerns, or identified SEND, the School will take action to make appropriate special educational provision taking account of any specialist advice. Parents will be consulted and kept informed of any action taken to help their child and of the outcome of this action. This communication will be initiated by the SENDCo. Due weight will also be given to pupils' wishes according to their age, maturity, and capability.

Arrangements for special educational provision are made through a graduated approach to SEND support namely Assess - Plan - Do – Review as follows:

- **Assess:** The School will carry out an analysis of pupils' SEND so that support can be matched to need. Pupils will be assessed via Cognitive Ability Tests, standardised tests, internal assessments, examination results and progress reports. The School may, in consultation with parents, engage external agencies and professionals to help assess needs and advise on any necessary support. Any specialist advice received will usually be discussed with parents
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENDCo will agree, in consultation with parents (and pupils where appropriate), the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on pupils' files. A one-page pupil profile (ILP) will be co-completed with the pupil and shared with the parent
- **Do:** Teachers will work closely with the SENDCo to assess and monitor the effectiveness of plans of support and any other interventions
- **Review:** The effectiveness of any support and interventions, and their impact on pupils' progress, will be reviewed as agreed between the School and parents. Teachers, working with the SENDCo will revise plans and interventions in light of progress and development and in consultation with parents (and pupils as appropriate).

The School recognises the overlap between pupils with SEND and mental health issues. The SENDCo, Pastoral Deputy, DSL and Heads of Section will share relevant, timely information, to ensure that all key professionals are apprised of the information they require to support a pupil appropriately.

6. Recording Progress of Pupils with SEND

The School will record the progress and the provision of support for pupils with SEND or where they have an Education Health Care Plan. This is drawn up in consultation with pupils' teachers, the SENDCo, their parents (and the pupils themselves where appropriate) and kept on pupils' files.

Records will contain key information including:

- progress and attainment levels
- outcomes sought
- teaching strategies
- additional or different provision of support
- involvement of any specialists or other professionals
- information pupils would like to share about themselves (e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities, or medical conditions, what they mean and how they affect them).

The information may be amended as and when circumstances change and at the request of pupils, parents, teachers or the SENDCo.

Pupils, subject to their age and understanding, together with their parents and teachers, review plans regularly. They are encouraged to take ownership of them and to set their own targets. Please see additional information in Section 8 below.

The School measures the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A Level to see how much progress has been made compared with that of their peers.

Form teachers will discuss with parents any concerns they may have about pupils' needs and/or progress in accordance with this policy.

7. SEND Provision

The SEND provision includes differentiation, learning support, additional specialist teaching, support from the SENDCo and additional one-to-one lessons.

Our SEND support is underpinned by high-quality teaching and inclusive classroom practice. Please see Appendix I for further information.

8. Pupil and Parent Participation

Pupils should be involved in planning, reviewing and shaping support. Parents should be consulted and advised of any needs that are identified and of the support provided.

The School aims to do this by:

- an annual SEND pupil survey (anonymous pupil feedback)
- a pupil-led Inclusion Council
- pupil input into the ILP process
- ILPs which are shared with parents
- Parents receiving termly reports on their child's progress
- Pupil feedback on 1:1 lessons in Learning Support
- Parent Forums – to be trialled in the Autumn Term 2026.

9. Links with External Agencies

The School recognises the important contribution that external support services make in assisting to identify, assess and provide for children who have special educational needs and/or disabilities. When it is considered necessary and in discussion with parents, experts from the following will be involved:

- Educational Psychologist
- Speech and Language therapist
- Occupational Therapist
- Behavioural optometrists
- Clinical Psychologist
- Child and Adolescent Mental Health Services (CAMHS).

10. Further Aspects Relating to SEND provision

Admissions

The School is selective and welcomes all children who can make the most of the academic and co-curricular opportunities afforded them by the School. The Admissions Policy aims to eliminate from the admissions process, as far as is practicable, any substantial disadvantages which may be encountered by applicants with SEND.

The School treats every application from SEND pupils in a fair, open-minded way. However, all pupils, including those with SEND, are assessed for admission on the basis of predetermined selection criteria.

The School endeavours to ensure that it is able fully to support the needs of all prospective pupils. To this end parents of children with SEND are advised to discuss their requirements with the School before making applications so that adequate provision can be made for them should they go on to take the entrance examinations.

Parents are asked to provide a copy of relevant medical or educational psychologists' reports in support of a request, for example, for large print material, extra time, use of laptops or other special arrangements.

Before offers of places are made, the School will assess whether it is able adequately to cater for and meet the needs of pupils with SEND through a range of the following: discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessments of pupils at taster days as appropriate.

Offers of places may not be made if the School determines that they are unable to meet and provide for prospective pupils' needs.

The School will always be mindful of its obligations under the Equality Act 2010.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate SEND pupils or meet their needs, parents may be asked to withdraw their children. In such circumstances fees in lieu of notice will not be chargeable, and the acceptance deposit will be returned.

Pupils with an EHCP

The needs of most pupils with SEND will be met effectively through the provision of support. However, where pupils have not made the expected progress despite SEND support being in place, their parents and the School have the right to ask the Local Authority to make assessments with a view to drawing up an EHCP. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before doing so.

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 EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered. Any additional services that are needed to meet the requirements of the EHCP may need to be charged either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances, charges may be made directly to parents subject to the School's obligations under the Equality Act 2010.

The School co-operates with Local Authorities to ensure that relevant annual reviews of EHCPs are carried out as required.

Three-year Accessibility Plan

Accessibility Plans set out the actions the School will take to increase the extent to which disabled pupils can participate in the curriculum and improve the physical environment to enable them to take advantage of other benefits, facilities, or services. They include the means of delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying or harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and school assemblies 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 pupils who display inappropriate behaviour.

Persistent disruptive or withdrawn behaviours do not necessarily mean that pupil has SEN but, where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that pupils with SEND can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as misbehaviour, mood swings and injury relate to pupils' difficulties or disabilities without further exploration
- the potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and their associated problems.

The School's Child Protection & Safeguarding Policy will be followed if there are any safeguarding concerns relating to pupils.

Entitlements to additional time and/or support in external assessments (Access)

Pupils who have been diagnosed as having a learning difficulty may be entitled to support such as additional time and/or modified provision to complete external assessments. Parents should speak with the SENDCo regarding any application for additional support as soon as reasonably practicable. The SENDCo is not legally required to accept access arrangements as suggested by external professionals but will also consider these carefully. The SENDCo will process applications for appropriate examination access in conjunction with the Examinations Officer.

Concerns

The School will listen to any concerns expressed by parents about their children's development and any concerns raised by pupils themselves. Parents must notify their children's form teachers or the SENDCo if their children's progress or behaviour give cause for concern.

Appendix I: High Quality Teaching and Inclusive Classroom Practice

The School's SEND support is underpinned by high quality teaching and inclusive classroom practice. In line with the SEND Code of Practice, teaching staff strive to remove barriers to learning, make effective use of assessment, and adapt teaching so that all pupils, including those with SEND, can access and engage with the curriculum. The following principles illustrate what this looks like in practice:

1. Adaptive and Responsive Teaching

Teachers adjust their explanations, modelling, questioning and pace to meet diverse learning needs and ensure that each pupil can access lesson content. This may include chunking instructions, breaking tasks into manageable steps, offering scaffolded learning materials, and providing alternative ways for pupils to demonstrate understanding.

2. Use of Assistive and Inclusive Technologies

Staff incorporate appropriate technologies to support access to learning, such as the provision of digital materials, text to speech (digital reader) and speech to text (dictation) tools, digital organisers, visual overlays, support for annotating notes or slides (not copying) and completion of work on the pupil's Surface device. Where possible pupils should be encouraged to complete work in OneNote on their class Team. These approaches reflect national expectations around the use of assistive technology to improve accessibility and independence.

3. Clear Instruction and Structured Routines

Lessons are characterised by clear explanations, visual supports, and predictable routines. Teachers share clear expectations and may leave instructions on the board. Key vocabulary is provided via a glossary and may be pre-taught. Regular check-ins are provided, to ensure that pupils understand and feel secure in the learning environment.

4. Multisensory and Varied Teaching Approaches

Staff employ a range of multi-sensory methods to support diverse learning profiles, such as manipulatives, diagrams, models, drama, oral rehearsal and kinaesthetic activities. These approaches help pupils access learning through their strengths and reduce barriers linked to literacy, working memory or processing differences.

5. Differentiated Learning Materials

Teachers adapt learning materials to ensure accessibility, which may include simplified or alternative texts, graphic organisers, sentence frames, vocabulary banks, enlarged print, or varied levels of challenge. Differentiated resources enable pupils to participate fully while maintaining ambition and high expectations.

6. Inclusive Approaches to Behaviour and Emotional Regulation

Classroom practice includes strategies that support emotional regulation, reduce anxiety and promote positive behaviour. Examples include sensory or movement breaks, safe spaces for Time

Out, and predictable routines. These strategies reflect the Code's recognition of the interaction between SEND and social, emotional and mental health needs.

7. Effective Collaboration Between Teachers and Support Staff (LSAs)

Where a Teaching Assistant (LSA) is present, they work collaboratively with teachers. LSAs are deployed purposefully and support pupils to develop independence, reinforce learning, and help clarify misconceptions rather than completing tasks for pupils.