The Gleddings Preparatory School

Special Education Needs & Disabilities Policy

To Include Early Years Foundation Stage (EYFS)

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Aim of policy:

The aim of this Special Educational Needs and Disability (SEND) Policy is to ensure that every pupil at The Gleddings receives the support, provision and opportunities required to achieve their potential, participate fully in school life and experience success in learning and personal development. The School is committed to providing an inclusive environment in which all children are valued as individuals, have high aspirations placed upon them and are supported to thrive academically, socially and emotionally. The School recognises that children learn in different ways and may require varying levels of support to access the curriculum and achieve positive outcomes.

Related Guidance and School Policies

This policy outlines the school's approach to SEND provision but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Behaviour & Sanction Policy*
- *Anti-Bullying Policy*
- *Personal, Social, Health & Economic Education (PSHEE) Policy*
- *Early Years Framework*
- *Curriculum Policy*
- *EDI Policy*
- *Admissions Policy*
- *Assessment, Marking & Reporting Policy*
- *Educational Visits & Offsite Activities Policy*
- *Examinations Policy*

Statutory & Regulatory Guidance:

- The Education (Independent School Standards) Regulations 2014
- SEND Code of Practice: 0 to 25 Years — updated September 2024
- Equality Act 2010: Advice for Schools — June 2018
- The Independent School Standards: Guidance for Independent Schools — April 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Early Years Foundation Stage (EYFS) Statutory Framework — effective September 2026
- National Curriculum in England: Framework for Key Stages 1 to 4
- *Children and Families Act 2014, Part 3*
- *Equality Act 2010*
- *The Special Educational Needs and Disability Regulations 2014*

Scope

This policy sets out the School's approach to the identification, assessment, provision and monitoring of pupils with Special Educational Needs and Disabilities. It applies to all pupils across the School, including those in EYFS, and Preparatory School.

The School is committed to ensuring that pupils with SEND have equal opportunities to participate in all aspects of school life and to benefit from a broad, balanced and ambitious curriculum.

Principles and Aims

The School seeks to create an environment in which barriers to learning are identified and addressed at the earliest possible stage and where every pupil is supported to achieve their individual potential.

The aims of the school are:

- To create an environment that meets the special educational needs of each pupil.
- To identify SEND promptly and accurately.
- To support academic progress and positive wellbeing.
- To ensure lessons are planned to remove barriers to participation and achievement.
- To maintain effective communication with parents and carers.
- To promote effective communication between staff regarding pupil needs.
- To access specialist advice and support where appropriate.
- To implement the principles of the SEND Code of Practice.
- To promote inclusion, independence and pupil voice.
- To ensure that pupils with SEND participate fully in school life.

Definition of SEND

A pupil is considered to have SEND if they have a learning difficulty or disability that requires special educational provision that is additional to or different from that normally available to pupils of the same age.

A child or young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age.

SEND may relate to one or more of the following broad areas of need:

- Communication and interaction.
- Cognition and learning.

- Social, emotional and mental health.
- Sensory and physical needs.

The School recognises that individual pupils may present with needs that cross more than one area and that needs may change over time.

Educational Inclusion

The Gleddings believes that high-quality inclusive teaching is fundamental to meeting the needs of all learners.

The School recognises that pupils:

- Have different educational needs and aspirations.
- Learn in different ways.
- Acquire, process and communicate information at different rates.
- Benefit from different teaching approaches and learning experiences.

The School responds to individual needs by:

- Supporting communication, language and literacy development.
- Promoting full participation in learning activities.
- Providing access to practical and physical activities.
- Supporting pupils to regulate their behaviour and emotions.
- Helping children manage stress, anxiety, trauma or other emotional challenges.
- Adapting teaching and learning approaches appropriately.
- Ensuring that reasonable adjustments are made where required.

The School seeks to ensure that SEND is not a barrier to participation, achievement or wellbeing.

Roles and Responsibilities

Special Educational Needs Coordinator (SENDCo)

The SENDCo has overall responsibility for coordinating SEND provision across the School and ensuring that pupils receive appropriate support.

Responsibilities include:

- Overseeing the day-to-day operation of the SEND policy.
- Maintaining the SEND register.
- Advising and supporting teaching staff.
- Coordinating identification, assessment and provision.

- Monitoring pupil progress and outcomes.
- Leading reviews of SEND support.
- Liaising with parents and carers.
- Working with external agencies and professionals.
- Coordinating intervention programmes.
- Providing reports to governors and senior leaders.
- Supporting staff training and professional development.
- Monitoring the effectiveness of SEND provision.
- Maintaining appropriate records.
- Promoting inclusive practice throughout the School.

The SENDCo works closely with the leadership team, pastoral staff and safeguarding team to ensure coordinated support for pupils.

Headteacher

The Headteacher has overall responsibility for ensuring that the School fulfils its responsibilities towards pupils with SEND.

The Headteacher will:

- Promote an inclusive culture.
- Ensure appropriate arrangements are in place for SEND provision.
- Allocate resources effectively.
- Support staff in meeting pupil needs.
- Ensure statutory obligations are fulfilled.
- Monitor the effectiveness of SEND provision.

Admission decisions will consider whether the School can reasonably meet the educational, physical, emotional and behavioural needs of a prospective pupil.

Teachers

Every teacher is a teacher of pupils with SEND and retains responsibility for the progress and attainment of pupils in their classes.

Teachers are responsible for:

- Delivering high-quality teaching.
- Adapting provision to meet individual needs.
- Monitoring progress.

- Contributing to assessment and review processes.
- Working in partnership with parents.
- Implementing agreed strategies and interventions.
- Working collaboratively with the SENDCo and support staff.

Areas of Need

The School identifies SEND within four broad areas of need.

Communication and Interaction

This may include difficulties relating to language development, social communication, speech and language needs or autism spectrum conditions.

Cognition and Learning

This may include specific learning difficulties and general learning needs that affect progress in areas such as literacy, numeracy, memory, processing and organisation.

Social, Emotional and Mental Health

This may include difficulties relating to emotional regulation, anxiety, wellbeing, behavioural needs, attention difficulties and other social or emotional barriers to learning.

Sensory and Physical Needs

This may include hearing or visual impairments, physical disabilities, medical needs, sensory processing difficulties and motor coordination needs.

Identification of SEND

The School recognises that SEND may be identified at different stages of a child's development. Early identification is encouraged wherever possible.

Class teachers, supported by the SENDCo and leadership team, regularly monitor pupil progress and wellbeing.

Indicators that additional investigation may be required include progress that is significantly slower than that of peers or fails to match previous rates of progress, does not close attainment gaps or leads to widening gaps in attainment or engagement.

Where concerns arise, the teacher will gather evidence, discuss concerns with the SENDCo and engage with parents as appropriate.

Graduated Approach

The School follows the graduated approach outlined in the SEND Code of Practice through the cycle of:

- Assess.

- Plan.
- Do.
- Review.

This graduated approach ensures that support is responsive, evidence-informed and regularly evaluated.

Quality First Teaching

High-quality teaching that is adapted to meet individual needs is the first response to emerging concerns.

Teachers will:

- Adapt teaching approaches.
- Differentiate learning.
- Use ongoing assessment.
- Implement targeted classroom strategies.
- Monitor the impact of adjustments.

Parents will be kept informed throughout this process.

SEND Support

Where a pupil requires provision that is additional to or different from normal classroom practice, SEND Support may be implemented.

Pupils on SEND Support may receive:

- Individual support plans.
- Targeted interventions.
- Small group support.
- In-class support.
- Specialist resources.
- Advice from external professionals.

Support is monitored and reviewed regularly through the Assess, Plan, Do, Review cycle.

Education, Health and Care Plans (EHCPs)

Some pupils may have needs that are severe, long-term or complex and may require an Education, Health and Care Plan.

EHCPs are issued by the Local Authority following statutory assessment.

Where a pupil has an EHCP, the School will:

- Implement the provision specified within the Plan.
- Participate in annual reviews.
- Work collaboratively with parents and external professionals.
- Monitor progress towards agreed outcomes.
- Support preparation for future stages of education and adulthood.

Monitoring Progress and Outcomes

The School uses a range of measures to evaluate pupil progress and the effectiveness of SEND provision.

Monitoring may include:

- Teacher assessments.
- Standardised assessments.
- Pupil voice.
- Parent feedback.
- SEND reviews.
- Progress meetings.
- Observation.
- External professional advice.
- Behaviour and wellbeing information.

Provision is adjusted where evidence suggests greater or different support may be required.

Access to the Curriculum

All pupils are entitled to access a broad, balanced and ambitious curriculum.

Teachers use a range of strategies to support access to learning, including:

- Adapted teaching approaches.
- Scaffolded learning.
- Flexible groupings.
- Additional adult support.
- Alternative methods of recording.
- Specialist resources and technology.
- Reasonable adjustments.

Where appropriate, intervention may take place individually or in small groups. However, the School seeks to maximise opportunities for pupils to learn alongside their peers.

Use of External Support

The School works collaboratively with a range of external professionals to support pupils where appropriate.

This may include:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Specialist teachers.
- Dyslexia assessors.
- Medical professionals.
- Mental health services.

External assessments or therapeutic support may involve additional costs to parents where these services are commissioned privately.

School staff receive guidance regarding recommended strategies and interventions arising from professional involvement.

Admissions

The School seeks to admit pupils whose needs can be effectively supported within its available resources and provision.

Parents are expected to provide full and accurate information regarding:

- Previous SEND support.
- Educational assessments.
- Specialist provision.
- Medical conditions.
- Disabilities.
- Professional recommendations.

The School may seek further information or assessment before making admission decisions.

Partnership with Parents

The School recognises that effective partnership with parents is fundamental to successful SEND provision.

The School is committed to:

- Open and honest communication.
- Regular updates regarding progress.
- Collaborative decision-making.
- Listening to parental views and concerns.
- Involving parents in planning and review processes.

Parents are encouraged to contact the School whenever concerns arise and to participate actively in supporting their child's development.

Professional Development

The School is committed to maintaining high levels of expertise among staff.

SEND-related professional development may include:

- Dyslexia awareness.
- Autism education.
- Speech and language development.
- Mental health and wellbeing.
- Adaptive teaching strategies.
- Sensory needs.
- Inclusive classroom practice.
- Safeguarding vulnerable learners.

Training priorities are identified through ongoing monitoring and School improvement planning.

Monitoring and Evaluation

The SENDCo monitors the effectiveness of SEND provision throughout the School and regularly reviews outcomes for pupils with SEND.

Monitoring activities may include:

- Review of pupil progress.
- Monitoring of intervention effectiveness.
- Learning observations.
- Staff feedback.
- Parent feedback.

- Review of SEND documentation.
- Analysis of assessment data.

Findings are used to inform future provision and School improvement priorities.

Confidentiality and Record Keeping

The School recognises the sensitive nature of SEND information and handles records appropriately.

The School will:

- Store records securely.
- Share information on a need-to-know basis.
- Comply with UK GDPR and data protection legislation.
- Ensure information is accurate and up to date.
- Retain records in accordance with School policies.

SEND and Safeguarding

The School recognises that children with SEND may face additional barriers to recognising, reporting or communicating safeguarding concerns.

Staff understand that pupils with SEND may

- Be more vulnerable to abuse, exploitation or neglect.
- Have communication difficulties that affect disclosure.
- Experience social isolation.
- Be disproportionately impacted by bullying or abuse.

The SENDCo, Designated Safeguarding Lead and teaching staff work closely together to ensure that pupils receive appropriate support and protection.

All safeguarding procedures apply equally to pupils with SEND, and additional vigilance is exercised where appropriate.

Any safeguarding concerns relating to a pupil with SEND must be reported immediately to the Designated Safeguarding Lead and managed in accordance with the School's Safeguarding and Child Protection Policy.

Monitoring and Review of the Policy

This policy will be reviewed annually and whenever changes to legislation, statutory guidance, School provision or identified practice require revision.

The School is committed to continually improving SEND provision and ensuring that pupils with SEND are supported to achieve positive educational, social and personal outcomes within an inclusive and nurturing environment.