



TALBOT HEATH SCHOOL *"Honour Before Honours"*

SEND POLICY

Date adopted: 20th May 2025

Date for next adoption: Summer Term 2026

Reviewed by: Education & Staffing Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

Pre-Prep and Junior School (EYFS, KS1, KS2) & Senior School (KS3-5)

At Talbot Heath we believe that all pupils should be encouraged to fulfil their potential. The school has a duty to identify and assess a child's Special Educational Needs so that the individual can be helped to overcome barriers to learning and fulfil their potential. At Talbot Heath we follow the Graduated Approach to SEN (see DfE SEND Code of Practice January 2015) which follows the cycle of 'Assess', 'Plan', 'Do', 'Review'.

This policy should be read in conjunction with the ***DfE SEND Code of Practice January 2015 and The School SEND Code of Practice (appendix I)***

Creating opportunities for all of our pupils, including those with SEND, is central to Talbot Heath's holistic teaching ethos. We firmly believe that there are no limits to the skills, expertise and knowledge that can be achieved by our pupils. Staff have high expectations and encourage self-motivation, a growth mindset and a strong work ethic.

We run extra-curricular activities and encourage pupils to explore all learning opportunities presented to them. The school celebrates pupil achievements in all areas, both academic and non-academic.

Identifying Pupils with SEND

Pupils who exhibit SEND are identified in a number of ways through:

- regular standardised testing and tracking
- teacher assessments
- teacher observations
- parental consultation
- Teachers consult and liaise with one another and include the (SENDCo) in discussions.
- Information provided as part of the Transition process
- Specific SEND screeners and tests. (Parental permission must be sought and obtained before carrying out specific tests not administered to the entire cohort.)

Regular staff briefings and updates inform our shared working list, maintained by the SENDCo, of those we consider to be experiencing SEND.

It is the responsibility of all staff at school:

- To make reasonable adjustments for pupils with SEND, in line with the SEND Code of Practice (2014) and the Equality Act (2010), to enable pupils with SEND to access all learning opportunities available.
- All teachers plan and provide lessons that are well supported and cater to the needs of all pupils. We do not 'set' children in the Junior School, understanding that children's abilities can vary from concept to concept within a subject.
- To support SEND pupils and ensure that their needs are met. This can usually be achieved within normal classroom practice; sometimes requiring scaffolding or support. However, if the pupil is struggling to access the curriculum then staff, in liaison with the SENDCo, must modify the curriculum and set up appropriate intervention strategies.

- For the SENDCo and SLT to provide support and advice about SEND pupils for all School staff through meetings and discussions.
- To communicate at the regular briefings and meetings about progress, plans and strategies.
- To implement any recommendations from assessments and/or reports, produced in school or by outside agencies.
- Form Teachers are responsible for monitoring the progress and development of all the pupils in their class, (through liaison with other subject teachers) including those who have SEND. They should seek advice from colleagues and implement interventions as necessary. Examples of interventions may include: working 1:1 with a pupil or a small group.
- To collaborate with colleagues to produce Additional Support Plans (Junior School) or Individual Support Plans (Senior School).
- To liaise with parents about the individual needs of their child; communicating promptly, regularly and with transparency, always keeping the pupil's best interests paramount.

Appendix (I)

SCHOOL CODE OF PRACTICE FOR SPECIAL EDUCATIONAL NEEDS/ LEARNING DIFFICULTIES AND DISABILITIES

This Code of Practice has been written and updated taking into account the Children and Families Act 2014 and the new SEND Code of Practice 2015.

At Talbot Heath children in EYFS receive local authority funding and therefore the statutes are mandatory, the rest of the school follow these too as they are deemed 'good practice.'

The SEND List

A Special Needs List is kept containing the names of all the girls who have been identified as having a specific learning difficulty or disability.

The categories on this list are organised into the four areas of need:

- communication and interaction
- cognition and learning
- social emotional and mental health
- sensory and/or physical needs

Each record on the ISAMs register lists a more detailed definition, including;

Pupils are put on the SEND List when they have been identified by the teachers and SENDCo as having an LDD which needs the provision of **additional support** over and above the class practice. The list is stored on the school computer system and is available for all staff to view.

The list is reviewed at least twice yearly, following staff meetings with relevant staff and the SENDCo. It is updated by the SENDCo where necessary.

On admission, parents are asked to provide a copy of any relevant reports; from schools, nurseries, any professional reports or assessments and recommendations. These are passed on to the relevant staff. The SENDCo will ascertain the level of support the pupil was receiving at her previous school. She will be given the appropriate SEND stage and be added to the register if appropriate. The SENDCo will organise a suitable programme based on this information.

2. Additional or Individual Support Plans

This document is a working document and is designed to give staff, parents and pupils information regarding their individual needs. Smart targets are set, as are strategies, and a review date is set.

Additional Support Plans in Junior School: Up to 3 targets per subject are set, once they have been discussed by staff, at least twice yearly, at the review meetings. The parent and pupil are also involved once these have been set.

Individual Support Plans in Senior School: These are reviewed formally annually and following a change to a pupils' needs or provision. These include pupil-set targets, rather than subject-specific targets.

It is the responsibility of the SENDCo to ensure that opportunities are provided at least twice yearly to review the pupil's progress towards these targets.

Not all pupils on the SEND list will require additional support plans. Some children may have medical conditions or pastoral or emotional issues and these are managed by relevant staff and overseen by the Assistant Head Pastoral.

Interventions and Support Sessions

Intervention is provided in varying degrees. The frequency of these sessions will be determined by the SENDCo and they are funded by the school.

Any pupil receiving funds through an EHCP are closely monitored by the SENDCO and plans are carried out according to the stipulations on the EHCP.

These sessions take place during the school day.

In EYFS and KS1 interventions take place at suitable times in the day. In KS2 they always try to avoid Maths, English and Science lessons and a pupils' particular favourite subject.

In Senior School these include individually tailored work set by the teachers concerned.

1:1 or small group sessions with the SENDCo. This will be funded by the school. The frequency of these sessions will be determined by the SENDCo.

For pupils in Upper 3, Lower 4 and Upper 4, (KS3) these sessions are scheduled on a changing timetable to reduce impact on the same curriculum subjects or during registration time.

For Pupils in Lower 5 and Upper 5 (KS4) these sessions run during morning or afternoon registration, or across part of a lunchtime.

For pupils in Sixth Form (KS5) pupils may also have sessions during their independent study periods.

Adaptation to the learning environment to meet a pupil's needs, or adaptive or assistive technology or equipment is organised in consultation with the school site team and the IT support department.

The examinations officer and Admissions Officer is also involved in the provision for pupils taking external examinations.