



Special Educational Needs and Disabilities (SEND) Policy

The Education Committee is responsible for this policy.

Last Reviewed: August 2026

Contents

Aims.....	1
Definition of SEND.....	2
Roles and Responsibilities (SENDCo)	2
Roles and Responsibilities (Class Teacher)	3
Identification and Assessment	3
Monitoring Pupils	4
The Graduated Approach: Assess, Plan, Do, Review	4
Individual Support Plans (ISPs).....	5
Screening and Further Assessment	5
Targeted Interventions	5
Education, Health and Care Plans	6
Working with Parents and Pupils	6
Adaptive Teaching and Reasonable Adjustments.....	6
Inclusion and Accessibility.....	6
English as an Additional Language	7
Admissions and Transition.....	7
Working with External Professionals	7
SEND and Safeguarding	8
Staff Development	8
Records and Confidentiality.....	8
Monitoring and Evaluation.....	8
Parental Complaints	8
Authority.....	8

Aims

At Highfield Priory School, we have high expectations for every pupil and are committed to ensuring that all pupils have access to a broad, balanced and ambitious curriculum. We recognise that pupils have different strengths and needs and that some pupils may require provision that is additional to or different from that ordinarily available. We aim to identify needs

at the earliest opportunity and work collaboratively with pupils, parents, staff and external professionals to ensure that appropriate support is provided.

Our aims are to:

- identify pupils' special educational needs and disabilities at the earliest opportunity;
- ensure pupils with SEND have full access to the curriculum and wider life of the school;
- provide high-quality adaptive teaching as the first response to pupils' needs;
- use a graduated approach of Assess, Plan, Do and Review;
- provide appropriate targeted support and reasonable adjustments;
- ensure pupils and their parents are involved in decisions about support and provision;
- monitor and evaluate the impact of SEND provision; and
- work effectively with external professionals and agencies where appropriate.

Related Legislation and Guidance

This policy should be read alongside relevant current legislation and guidance, including:
Relevant Legislation and Guidance

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years
- Keeping Children Safe in Education 2026
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Restrictive interventions, including use of reasonable force, in schools
- Independent School Standards Guidance

Definition of SEND

A pupil has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is provision that is additional to or different from that generally available to pupils of the same age. The four broad areas of need identified within the SEND Code of Practice are:

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

Individual pupils may have needs across more than one area and these needs may change over time.

Slow progress or low attainment does not, in itself, mean that a pupil has SEND. Equally, attainment in line with age-related expectations does not necessarily mean that a learning difficulty or disability is absent.

Roles and Responsibilities (SENDCo)

Provision for pupils with SEND is a whole-school responsibility.

The Education Committee and Head Teacher have overall responsibility for ensuring that appropriate arrangements are in place for pupils with SEND and for monitoring the effectiveness of SEND provision.

The SENDCo maintains an overview of SEND provision and targeted interventions across the school to support the monitoring of provision, deployment of resources and evaluation of impact.

The SENDCo is responsible for:

- overseeing the day-to-day implementation of this policy;
- maintaining an accurate SEND register and monitoring records;
- coordinating provision for pupils with SEND;
- advising and supporting teachers and other staff;
- supporting the identification and assessment of pupils' needs;
- coordinating the graduated approach;
- overseeing Individual Support Plans (ISPs) and their review;
- monitoring the effectiveness of interventions;
- liaising with parents and pupils;
- liaising with external professionals and agencies;
- supporting effective transition between classes, phases and schools;
- ensuring relevant SEND records are maintained and transferred appropriately; and
- supporting staff development in relation to SEND.

Roles and Responsibilities (Class Teacher)

The class teacher remains responsible for the learning, progress and development of every pupil in their class, including where a pupil receives additional support or intervention.

Teachers:

- know and understand the needs of pupils with SEND;
- provide differentiation and/or high-quality adaptive teaching;
- implement agreed reasonable adjustments and strategies;
- contribute to the identification and assessment of needs;
- implement and contribute to ISPs;
- work collaboratively with support staff;
- monitor pupils' progress and the impact of support; and
- communicate with parents, the pupil and the SENDCo.

Additional adult support should supplement, rather than replace, high-quality teaching and should promote pupils' independence wherever possible.

Identification and Assessment

The identification of SEND forms part of the school's wider approach to monitoring the progress and development of all pupils.

Concerns may arise through:

- teacher observation and assessment;
- progress and attainment data;
- standardised assessments;
- screening assessments;

- information from previous schools or settings;
- parental concerns;
- pupil views;
- medical information; or
- advice from external professionals.

Where a concern is identified, teachers should first consider appropriate adaptations within normal classroom teaching and monitor the pupil's response.

Where concerns persist, a Pupil Learning Support Referral should be raised with the SENDCo via a form. The SENDCo and class teacher will review the available evidence and determine appropriate next steps.

These may include:

- continued monitoring;
- further classroom adaptations;
- targeted intervention;
- screening or additional assessment;
- consultation with parents;
- placement on the SEND register; or
- advice or assessment from an external professional.

Parents should be involved at an early stage where concerns about SEND arise.

Monitoring Pupils

Some pupils may experience difficulties or require additional support without meeting the criteria for SEND Support. These pupils may be placed on a monitoring list so that their progress and response to adaptations or intervention can be reviewed. Being monitored does not mean that a pupil has SEND.

Where evidence indicates that a pupil requires special educational provision that is additional to or different from that ordinarily available, the pupil may be identified as requiring SEND Support. Parents will be informed and involved in this decision.

The Graduated Approach: Assess, Plan, Do, Review

Highfield Priory uses a graduated approach to understanding and meeting pupils' needs.

Assess

The class teacher and SENDCo consider the pupil's strengths, needs, attainment, progress, observations, assessment information and the views of the pupil and parents. Further screening or specialist assessment may be undertaken where appropriate.

Plan

Appropriate outcomes, strategies, adjustments and provision are agreed. Where an ISP is required, SMART targets are established together with the support to be provided, staff responsible and a review date.

Do

The agreed provision is implemented. The class teacher remains responsible for the pupil's progress and for ensuring that agreed classroom strategies and adaptations are used.

Review

Progress towards identified outcomes is evaluated alongside the effectiveness of provision. The views of the pupil, parents and relevant staff are considered. Provision may then be continued,

adapted, reduced or increased and further assessment or specialist advice sought where necessary.

The cycle is repeated as required, developing an increasingly detailed understanding of the pupil's needs and the provision that supports them most effectively.

Individual Support Plans (ISPs)

Pupils receiving SEND Support may have an Individual Support Plan (ISP) where this is appropriate to their needs. The ISP is a working document and should include:

- the pupil's identified strengths and needs;
- relevant assessment or screening information;
- SMART targets and intended outcomes;
- adaptive teaching strategies and reasonable adjustments;
- additional or targeted provision;
- assessment and access arrangements where required
- pupil and parent views where appropriate; and
- review information and next steps.

ISPs will be shared online with relevant staff and reviewed at least termly in consultation with the pupil, parents and staff. The review will consider progress towards targets and the impact of provision and will inform the next Assess, Plan, Do, Review cycle.

Screening and Further Assessment

Where concerns have been identified through teacher observation, assessment, progress data or discussions with parents, further assessment or screening may be undertaken to help build a clearer picture of a pupil's strengths and potential barriers to learning.

From Year 3 onwards, pupils may be screened for indicators of dyslexia and/or dyscalculia where appropriate. Screening can help to identify areas of difficulty, inform targeted support and indicate whether further assessment may be beneficial. Screening does not constitute a formal diagnosis and is considered alongside other assessment information.

Support will not be dependent upon a formal diagnosis. Where a need is identified, appropriate adaptations and intervention will be put in place and reviewed through the graduated approach.

Parents will be informed of significant screening outcomes and involved in decisions about appropriate next steps. Where further specialist assessment is considered beneficial, the school may recommend or seek advice from an appropriately qualified professional.

Targeted Interventions

Where appropriate, pupils may receive targeted intervention in addition to high-quality classroom teaching. Interventions should:

- address an identified area of need;
- have a clear purpose and intended outcome;
- be appropriate to the pupil's age and needs;
- have an identified frequency and duration; and
- be monitored and evaluated for impact.

Baseline information should be used where appropriate so that progress can be evaluated.

Interventions should be reviewed and adapted where they are not having the intended impact.

Education, Health and Care Plans

Where a pupil has an Education, Health and Care (EHC) Plan, Highfield Priory will work with parents, the local authority and relevant professionals to ensure that the provision specified within the plan is delivered. EHC Plans will be reviewed in accordance with statutory requirements, and the school will contribute appropriately to the annual review process.

Where, despite appropriate and sustained support, a pupil's needs cannot reasonably be met through the provision available within the school, the school will work with parents and relevant professionals to consider appropriate next steps, which may include requesting an EHC needs assessment.

Working with Parents and Pupils

Parents are important partners in supporting pupils with SEND. The school aims to:

- discuss emerging concerns with parents at an early stage;
- listen to and consider parents' knowledge of their child;
- involve parents in decisions about outcomes and provision;
- share and review ISPs with parents; and
- communicate openly about progress and the effectiveness of support.

Pupils should also be involved, in an age-appropriate way, in decisions about their learning and support. Their views, strengths, aspirations and experiences should inform planning and review.

Adaptive Teaching and Reasonable Adjustments

High-quality adaptive teaching is the first response to pupils' individual needs.

Teachers adapt their teaching while maintaining high expectations for all pupils. Adaptations may include:

- adjusting the level of support or challenge;
- breaking learning into manageable steps;
- re-explaining concepts using different approaches;
- clarifying instructions and success criteria;
- providing additional processing time;
- using prompts, scaffolds and visual supports;
- pre-teaching vocabulary or concepts;
- using flexible grouping; and
- adapting resources or the learning environment.

Reasonable adjustments will be considered on an individual basis and may include adaptations to teaching, assessment, resources, the learning environment or the provision of appropriate auxiliary aids and services. Where appropriate, adjustments will be agreed in consultation with the pupil, parents and relevant professionals.

Inclusion and Accessibility

Pupils with SEND should be enabled to participate fully in the academic, social and wider life of the school wherever reasonably possible. This includes access to:

- the full curriculum;
- educational visits;

- clubs and enrichment activities;
- performances and competitions;
- residential visits; and
- wider school responsibilities and opportunities.

Reasonable adjustments will be considered according to individual need. Further detail regarding physical accessibility and the school's arrangements for improving access for disabled pupils is set out in the Accessibility Plan.

English as an Additional Language

The term English as an Additional Language (EAL) refers to pupils whose first language is not English. Highfield Priory values the cultural and linguistic diversity that pupils with EAL bring to the school community.

Teachers use adaptive strategies to enable pupils with EAL to access the curriculum and develop their proficiency in English. Where appropriate, pupils may receive additional targeted language support according to their individual needs.

Having EAL does not, in itself, constitute SEND. Where concerns arise, careful assessment will seek to distinguish between needs associated with acquiring English and possible underlying SEND. Pupils' strengths, prior educational experience and proficiency in English will be considered when determining appropriate support.

Admissions and Transition

An entrance assessment is undertaken for pupils joining KS1 and KS2 from other schools or settings. As an academically selective school, this enables Highfield Priory to determine whether applicants are likely to thrive within the school's curriculum and learning environment. The school will consider its duties under the Equality Act 2010, including its duty to make reasonable adjustments for disabled pupils. Parents are expected to provide relevant information regarding a child's identified or suspected SEND, disability, medical needs and existing support as part of the admissions process so that the school can consider how those needs may be met.

Effective transition is particularly important for pupils with SEND. The school will liaise with previous and receiving settings as appropriate and ensure that relevant SEND information and records are transferred securely.

Working with External Professionals

Where appropriate and with parental involvement, the school may seek advice or assessment from external professionals and agencies. These may include:

- educational psychologists;
- speech and language therapists;
- occupational therapists;
- medical professionals;
- specialist teachers;
- mental health services; and
- local authority SEND services.

Advice from external professionals will be considered when planning and reviewing provision and incorporated into the pupil's ISP where appropriate.

SEND and Safeguarding

The school recognises that pupils with SEND may face additional safeguarding vulnerabilities and barriers to communicating concerns. Staff should consider whether changes in behaviour, attendance, emotional wellbeing or progress may indicate an unmet need or safeguarding concern and follow the school's safeguarding procedures where appropriate.

The school seeks to minimise the need for acc interventions through appropriate support, reasonable adjustments, preventative approaches and de-escalation strategies. Where restraint, seclusion or reasonable force is used, the individual needs of the pupil will be considered. Any restrictive intervention will be used only where lawful, necessary and proportionate and will be recorded and reported in accordance with the Independent School Standards, including Standards 16A and 32A, and current Department for Education guidance. Further details are set out in the school's Restrictive Interventions Policy and Behaviour Policy.

Staff Development

The school is committed to developing staff knowledge and confidence in supporting pupils with SEND. Training will be informed by the needs of pupils within the school and may include whole-school training, SEND briefings, individual guidance and training from external specialists. Staff are not expected to be specialists in every area of SEND but should know the pupils they teach, understand their individual needs and know where to seek further advice.

Records and Confidentiality

The SENDCo will maintain an up-to-date SEND register and appropriate monitoring records. Relevant information about pupils' needs, provision and reasonable adjustments will be made available to staff who require it to support the pupil effectively. SEND records will be stored securely and handled in accordance with the school's data protection procedures. Relevant records will be transferred securely when a pupil moves to another setting.

Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- pupil progress and attainment;
- progress towards ISP targets;
- intervention outcomes;
- pupil and parent feedback;
- SEND register and provision reviews;
- classroom monitoring;
- staff feedback; and
- oversight by the Head Teacher, SENDCo and Education Committee.

The SENDCo will regularly evaluate the effectiveness of provision and identify priorities for further development.

Parental Complaints

Parents who have concerns about their child's SEND provision are encouraged to speak initially with the class teacher and/or SENDCo so that concerns can be addressed promptly. Where a concern cannot be resolved informally, parents should follow the school's Complaints Policy.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding and Child Protection Committee and Sales and Marketing Committee.