

HANDEL HOUSE SCHOOL
Northolme, Gainsborough, Lincs. DN21 2JB
Telephone 01427 612426
admin@handelhouseschool.com



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Legal Status

This policy is written with regard to:

- the Education (Independent School Standards) Regulations 2014, particularly Part 1 concerning the quality of education and the requirement that the curriculum and teaching take account of the ages, aptitudes and needs of all pupils, including pupils with EHC plans;
- Part 3 of the Children and Families Act 2014 and associated regulations, where applicable;
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- the Equality Act 2010, including the duties relating to disability discrimination and reasonable adjustments;
- the SEND Regulations 2014, where applicable;
- the statutory framework for the Early Years Foundation Stage (EYFS), where relevant;
- other relevant statutory guidance and local authority arrangements.

The School will have regard to the SEND Code of Practice and will use it as a framework for identifying, assessing and responding to pupils' special educational needs and disabilities.

Applies to

This policy applies to:

- the whole school, including the Early Years Foundation Stage (EYFS);
- out-of-school care and extra-curricular activities, including activities taking place outside normal school hours;
- all pupils, including pupils with SEND and pupils with an EHC plan;
- all teaching and support staff, the Proprietor, volunteers and any other adults working with pupils.

Related Documents

This policy should be read in conjunction with:

- Inclusion Policy;
- Curriculum Policy;
- Assessment Policy;
- Accessibility Plan;
- Equality Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions Policy;
- Complaints Policy;
- First Aid Policy;
- Health, Safety and Welfare Policy.

Availability

This policy is available to parents and staff on request from the School Office. Relevant information concerning the school's SEND provision will also be made available to parents of pupils and prospective pupils as required by the Independent School Standards and other applicable legislation.

Monitoring and Review

This policy will be subject to ongoing monitoring and review by the Headteacher/Proprietor and SENCO. A formal review will take place annually, or sooner where there are significant changes to:

- legislation or statutory guidance;
- the school's SEND provision;
- the needs of pupils;
- staffing or specialist expertise;
- inspection requirements or recognised good practice.

Signed: *M.Raisborough*

Date: September 2026

Review Date: September 2027

Mark Raisborough

Headteacher/Proprietor

1. Statement of Intent

Handel House School is committed to providing an inclusive education in which pupils with special educational needs and disabilities are valued as individuals and are enabled, wherever reasonably possible, to participate fully in school life. The School recognises that pupils may have different educational, behavioural, social, emotional, physical, sensory or communication needs and that these needs may arise at any point during a child's education.

The School aims to:

- identify SEND at the earliest reasonable opportunity;
- understand each child's individual strengths, needs and barriers to learning;
- provide appropriate support through high-quality teaching, differentiation and targeted intervention;
- make reasonable adjustments for disabled pupils;
- enable pupils with SEND to access a broad and balanced curriculum;
- involve parents and carers as partners in supporting their child's education;
- listen to and take account of pupils' views at an age-appropriate level;
- work with external professionals where appropriate;
- monitor the effectiveness and impact of SEND provision;
- prepare pupils for the next stage of their education and for life beyond Handel House School.

The School recognises that not every difficulty experienced by a pupil constitutes SEND. A pupil may experience temporary difficulties arising from circumstances such as illness, bereavement, changes in family circumstances or other factors. Such difficulties will nevertheless be responded to appropriately.

2. Introduction

Handel House School provides a broad and balanced curriculum for pupils aged 3–11.

The Primary National Curriculum provides the starting point for curriculum planning for pupils of compulsory school age, while the EYFS framework provides the appropriate curriculum framework for younger pupils. Teachers are expected to take account of:

- pupils' ages;
- aptitudes;
- prior attainment;
- individual strengths;
- identified SEND;
- disabilities and associated barriers to participation;
- communication and language needs;
- social, emotional and behavioural needs;
- physical or sensory needs.

Where a pupil has a barrier to learning or participation, teachers will consider whether additional or different provision is required. SEND provision will normally begin with high-quality, appropriately differentiated classroom teaching. Where this is insufficient to meet a pupil's needs, additional targeted support may be introduced.

3. Definition of Special Educational Needs and Disabilities

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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

SEND may arise from a wide range of circumstances. The four broad areas of need identified in the SEND Code of Practice are:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health**
4. **Sensory and/or physical needs**

These broad categories are used as a framework rather than as rigid classifications. A pupil may have needs in one or more areas. A diagnosis is not required before a school can identify that a pupil may require additional support.

4. Educational Inclusion

Handel House School aims to provide an inclusive environment in which pupils with SEND are able to participate as fully as reasonably possible in the academic, social and wider life of the School.

The School recognises that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- benefit from a range of teaching approaches and experiences.

Teachers respond to individual needs through appropriate strategies, which may include:

- differentiated teaching and resources;
- scaffolding;

- additional explanation and modelling;
- repetition and consolidation;
- visual and practical resources;
- adapted written materials;
- structured routines;
- additional processing time;
- alternative ways of recording work;
- communication-support strategies;
- appropriate use of technology;
- movement or sensory strategies where appropriate;
- targeted individual or small-group intervention;
- reasonable adjustments to assessment and participation.

The School will seek to remove unnecessary barriers to learning and participation.

5. Identification and Early Identification

Early identification is important in ensuring that pupils receive appropriate support.

Concerns about a pupil may be identified through:

- teacher observation;
- assessment and progress information;
- EYFS observations and assessments;
- work scrutiny;
- behaviour or emotional presentation;
- attendance patterns;
- parental concerns;
- pupil concerns;
- information received from a previous school or setting;
- information provided by external professionals;
- medical or developmental information;
- monitoring of the pupil's response to classroom teaching.

A concern does not automatically mean that a pupil will be placed on the SEND register. The School will gather appropriate information and consider the pupil's strengths, difficulties, progress and response to existing provision before determining the most appropriate course of action.

6. Assess – Plan – Do – Review

Where a pupil is identified as requiring SEND support, the School will use a graduated approach based on:

Assess

The School will seek to understand:

- the pupil's current attainment and progress;
- the nature of the difficulty;
- the pupil's strengths and interests;
- the barriers preventing the pupil from making expected progress or participating fully;
- information from parents and carers;
- the pupil's own views, where appropriate;
- relevant information from external professionals.

Assessment may include classroom-based assessment, standardised assessments and, where appropriate, diagnostic or specialist assessment.

Plan

Where additional support is required, the teacher and/or SENCO will agree appropriate provision. This may be recorded in an Individual Learning Plan (ILP), support plan or other appropriate SEND record. The plan should identify:

- the pupil's identified needs;
- strengths and areas of difficulty;
- specific targets or intended outcomes;
- strategies and provision;
- who is responsible for delivering the provision;
- the frequency and duration of support where appropriate;
- arrangements for monitoring;
- the planned review date.

Targets should be realistic, measurable and meaningful to the pupil.

Do

The agreed provision will be implemented by the class teacher and/or other appropriate staff. Wherever possible, the class teacher retains responsibility for the pupil's learning and progress, even where additional intervention or specialist support is provided. SEND support should, wherever appropriate, take place within the normal classroom environment. Withdrawal for individual or small-group intervention may be used where this is considered beneficial and does not unnecessarily restrict access to the wider curriculum.

Review

The impact of the provision will be reviewed regularly. Reviews will consider:

- whether the pupil has made progress;

- whether the agreed outcomes have been achieved;
- whether the strategies have been effective;
- the pupil's views;
- parents' views;
- information from external professionals where relevant;
- whether provision should continue, be amended, increased or reduced.

ILPs/support plans will normally be formally reviewed termly, although they may be reviewed more frequently where appropriate.

7. The SEND Register

The SENCO will maintain the school's SEND register. A pupil may be placed on the SEND register where the School determines that they require special educational provision which is additional to or different from that normally available to pupils of the same age. Parents will normally be informed when their child is identified as having SEND and where the School determines that additional SEND provision is required. The SEND register will be reviewed regularly to ensure that:

- pupils are appropriately identified;
- provision remains appropriate;
- pupils are not unnecessarily retained on the register;
- pupils whose needs have changed are appropriately supported.

The SEND register will not be treated as a fixed or permanent classification.

8. Role of the SENCO

The School has a Special Educational Needs Co-ordinator (SENCO). The SENCO has overall responsibility for coordinating SEND provision in collaboration with the Headteacher/Proprietor and will together:

- oversee the day-to-day operation of the SEND policy;
- coordinate SEND provision;
- maintain and review the SEND register;
- support staff in identifying and responding to SEND;
- oversee ILPs and SEND support plans;
- advise teachers on appropriate strategies and resources;
- monitor pupils' progress and the impact of SEND provision;
- maintain appropriate SEND records;
- liaise with parents and carers;
- liaise with external agencies and professionals where appropriate;
- contribute to referrals and requests for specialist assessment;
- contribute to EHC needs assessment processes where appropriate;

- support staff development and SEND-related training;
- monitor the effectiveness of SEND provision;
- report relevant SEND matters to the Headteacher/Proprietor;
- contribute to school improvement planning where SEND is relevant;
- ensure that relevant information is communicated to staff who teach or support pupils with SEND.

The SENCO will ensure that SEND information is shared appropriately while maintaining confidentiality and complying with data protection requirements.

9. Role of the Class Teacher

The class teacher has day-to-day responsibility for the education and progress of every pupil in their class, including pupils with SEND. The class teacher will:

- know the pupil's strengths and areas of need;
- provide high-quality differentiated teaching;
- implement agreed SEND strategies;
- contribute to assessment and monitoring;
- contribute to ILPs/support plans;
- monitor the pupil's progress;
- communicate relevant concerns to the SENCO;
- work in partnership with parents;
- seek advice from the SENCO where required;
- ensure that reasonable adjustments are implemented where appropriate.

10. Role of Support Staff

Teaching assistants and other support staff will contribute to SEND provision under the direction of the class teacher and/or SENCO. Support staff may:

- deliver agreed interventions;
- support pupils within lessons;
- reinforce teaching and learning;
- support communication and participation;
- help pupils develop independence;
- provide feedback to the class teacher and SENCO;
- contribute to assessment and review.

Support should, wherever possible, promote independence rather than create unnecessary adult dependence.

11. Role of the Headteacher/Proprietor

The Headteacher/Proprietor has overall responsibility for ensuring that the School's SEND arrangements are appropriately implemented.

The Headteacher/Proprietor will:

- ensure that SEND is considered within school planning and provision;
- ensure that the School has appropriate arrangements for identifying and supporting pupils with SEND;
- ensure that reasonable adjustments are considered for disabled pupils;
- ensure that staff have appropriate opportunities for SEND-related professional development;
- ensure that appropriate resources are made available within the School's arrangements and capabilities;
- support the SENCO in coordinating SEND provision;
- monitor the effectiveness of SEND provision;
- ensure that relevant statutory and regulatory requirements are considered;
- ensure that appropriate information is available to parents;
- consider SEND within admissions and transition arrangements.

Where a pupil's needs appear to require provision beyond the School's available expertise or facilities, the Headteacher/Proprietor will discuss this with the parents and, where appropriate, seek advice or support from the relevant local authority or external professionals.

12. Allocation of Resources

The School will allocate resources to SEND provision according to identified need and the resources reasonably available to the School. Resources may include:

- staff time;
- specialist teaching;
- intervention programmes;
- specialist equipment;
- adapted resources;
- assistive technology;
- training;
- external professional advice.

The School will use its best endeavours and available resources to support pupils with SEND and will make reasonable adjustments for disabled pupils. Where a pupil's identified needs require specialist provision, equipment, staffing or expertise beyond that which the School can reasonably provide, the School will discuss the situation with parents and, where appropriate, seek advice from relevant external agencies or the local authority. This does not remove or limit the School's obligations under the Equality Act 2010.

13. Assessment and Monitoring

Assessment is an integral part of SEND provision. Teachers and the SENCO will use appropriate information to establish a pupil's starting point and monitor progress over time.

Assessment information may include:

- teacher assessment;
- classroom work;
- standardised assessment;
- reading and spelling assessment;
- mathematics assessment;
- diagnostic assessment;
- observations;
- behaviour and emotional information;
- pupil voice;
- parental information;
- specialist reports.

Assessment should be used to inform teaching and determine whether SEND provision is having a positive impact. The School will consider progress in relation to the individual pupil's starting point and identified needs rather than relying solely on comparison with age-related expectations. Where progress is limited, the School will consider whether:

- teaching strategies should change;
- targets should be amended;
- additional intervention is required;
- specialist advice should be sought;
- reasonable adjustments should be introduced or reviewed;
- an EHC needs assessment may be appropriate.

14. Access to the Curriculum

All pupils are entitled to access a broad and balanced curriculum appropriate to their age, ability, needs and circumstances. Teachers will use a range of strategies to enable pupils with SEND to participate effectively. Lessons will have clear learning objectives and appropriate differentiation. Where appropriate, pupils may benefit from:

- differentiated tasks;
- additional adult support;
- modified resources;
- visual prompts;
- practical activities;
- additional processing time;
- alternative recording methods;

- targeted intervention;
- small-group teaching;
- one-to-one support.

Wherever possible, pupils with SEND will share the same learning experiences as their peers. Withdrawal from lessons will only be used where there is a clear educational benefit. The School will consider reasonable adjustments where a pupil's disability creates a substantial disadvantage compared with non-disabled pupils.

15. Individual Learning Plans

Where an ILP is used, it will be based on the pupil's identified needs and intended outcomes. ILPs should:

- identify the pupil's strengths;
- identify the principal areas requiring support;
- contain clear and realistic targets;
- identify strategies to be used;
- identify planned outcomes;
- identify those responsible for implementation;
- identify review arrangements;
- involve parents where appropriate;
- take account of the pupil's views where appropriate.

Targets should normally be SMART:

Specific, Measurable, Achievable, Relevant and Time-Bound.

Targets should be reviewed regularly and formally recorded at least termly where an ILP is in operation. Copies of relevant ILPs/support plans should be made available to:

- parents/carers;
- the Headteacher/Proprietor;
- the SENCO;
- relevant class teachers;
- relevant support staff;
- other teachers who need the information to support the pupil.

Information will be shared on a need-to-know basis.

16. Partnership with Parents and Carers

The School recognises parents and carers as important partners in supporting pupils with SEND. Parents will be encouraged to:

- share relevant information about their child's needs;
- contribute to assessment and planning;
- contribute to ILP/support-plan reviews;
- discuss concerns with the School;
- provide information from external professionals where appropriate;
- contribute to decisions about external referrals.

The School will communicate with parents about:

- concerns regarding their child's progress or development;
- the identification of SEND;
- proposed additional provision;
- significant changes to provision;
- progress and outcomes;
- referrals to external agencies;
- requests for EHC needs assessments where relevant.

The School will seek to ensure that communication with parents is clear, constructive and proportionate.

17. Pupil Voice

The School recognises that children should be involved in decisions about their education at an age- and developmentally appropriate level. Where appropriate, pupils will be encouraged to:

- identify their strengths;
- describe what helps them to learn;
- contribute to setting targets;
- comment on strategies being used;
- review their progress;
- express their views about SEND provision.

Pupil voice will be considered alongside professional assessment and parental views.

18. External Agencies and Specialist Support

Where appropriate, the School may seek advice or support from external professionals. This may include, for example:

- educational psychologists;
- speech and language therapists;
- occupational therapists;
- specialist teachers;
- behavioural specialists;

- sensory or physical support services;
- medical professionals;
- other appropriately qualified specialists.

The School will normally discuss external involvement with parents before a referral is made, unless there is a safeguarding or other exceptional reason why this is not appropriate. Advice received from external professionals will be considered carefully and, where appropriate and reasonably practicable, incorporated into the pupil's provision.

19. EHC Plans

Where a pupil has an Education, Health and Care (EHC) plan, the School will ensure that relevant staff are aware of the plan and the provision specified for the pupil. The School will:

- take account of the outcomes and provision identified in the EHC plan;
- work with parents and relevant professionals;
- contribute to annual review arrangements where required;
- provide information reasonably required for an annual review;
- monitor the pupil's progress towards relevant outcomes;
- consider how the provision identified in the EHC plan is reflected in classroom practice.

Where a pupil may require an EHC needs assessment, the School will work with the parents and local authority as appropriate.

20. Admission and Transition

The School will consider the needs of pupils with SEND as part of its admissions and transition arrangements. Information about a prospective pupil's needs may be gathered through:

- discussions with parents;
- information from the previous setting or school;
- relevant professional reports;
- assessment;
- observation;
- transition visits.

The School will consider whether appropriate provision and reasonable adjustments can be made to enable the pupil to access education safely and effectively. The School will not discriminate unlawfully against disabled pupils. Where a pupil is admitted with identified SEND, appropriate transition arrangements will be put in place wherever reasonably practicable. Information concerning SEND will be transferred appropriately when pupils move to another educational setting.

21. Disability and Reasonable Adjustments

The School recognises its responsibilities under the Equality Act 2010. The School will seek to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils. Reasonable adjustments may include, where appropriate:

- changes to teaching approaches;
- adjustments to assessment arrangements;
- additional time;
- adapted resources;
- changes to physical arrangements;
- additional adult assistance;
- use of technology or specialist equipment;
- adjustments to routines or activities;
- changes to the way information is communicated.

The appropriateness of an adjustment will be considered on an individual basis, taking account of:

- the needs of the pupil;
- the effectiveness of the proposed adjustment;
- practicality;
- health and safety;
- resources;
- the interests of other pupils;
- the overall circumstances of the School.

The School's Accessibility Plan will identify longer-term measures to improve access to the curriculum, physical environment and information for disabled pupils.

22. Confidentiality and SEND Records

SEND information will be treated confidentially and shared only with those who need the information to support the pupil. SEND records may include:

- assessment information;
- ILPs/support plans;
- reports from external professionals;
- correspondence with parents;
- records of meetings;
- evidence of interventions;
- review outcomes;
- relevant EHC plan information.

Records will be maintained securely and retained in accordance with the School's data protection and records-retention arrangements. SEND records will contain sufficient information to demonstrate:

- the concern or identified need;
- the assessment undertaken;
- the provision put in place;
- decisions made;
- the pupil's and parents' views where appropriate;
- the outcome or impact;
- the next steps.

23. Complaints

The School encourages parents to raise concerns at the earliest opportunity with the class teacher or SENCO. Where a concern cannot be resolved informally, it may be raised with the Headteacher/Proprietor. Where a parent remains dissatisfied, the School's formal Complaints Policy and procedure should be followed. The School will ensure that complaints relating to SEND are considered fairly, promptly and in accordance with the School's Complaints Policy.

24. Monitoring and Evaluation of SEND Provision

The SENCO will monitor and evaluate the effectiveness of SEND provision. Monitoring may include:

- review of the SEND register;
- review of ILPs/support plans;
- assessment of pupil progress;
- monitoring of intervention outcomes;
- discussion with class teachers;
- pupil voice;
- parent feedback;
- scrutiny of SEND records;
- observation of provision;
- review of external professional advice;
- evaluation of reasonable adjustments.

The key question will be whether the provision is making a positive difference to the pupil's participation, progress, learning, independence, wellbeing or other identified outcomes. Where provision is not having sufficient impact, the School will consider what needs to change.

25. Accessing Learning Support

Support may be provided through:

- differentiated classroom teaching;
- targeted intervention;
- small-group support;
- one-to-one support where appropriate;
- specialist teaching;
- adapted resources;
- advice from external professionals.

Intervention may take place for short, regular sessions or through support integrated within normal classroom teaching. The frequency and duration of support will be determined according to the pupil's identified needs and the provision available. The School will seek to ensure that interventions are purposeful, monitored and reviewed for impact.

26. Curriculum

It is the intention of Handel House School to provide pupils with SEND with access to a broad, balanced and age-appropriate curriculum. The curriculum will:

- take account of individual needs;
- provide appropriate challenge and support;
- be differentiated where necessary;
- promote participation and inclusion;
- support pupils to develop independence;
- enable pupils to make progress from their individual starting points;
- reflect the requirements of the Primary National Curriculum and EYFS framework as applicable.

Teachers' planning and assessment will take account of identified SEND. Children may be taught in differentiated groups where this supports effective learning. Small-group or one-to-one provision may be used where it is educationally appropriate.

27. More Able Pupils

The needs of pupils who are more able will be met through appropriate challenge, extension and differentiation within classroom teaching. More able pupils may also have SEND. Where this occurs, the School will ensure that the pupil's SEND does not unnecessarily restrict access to appropriately challenging learning.

28. Review of SEND Provision

The SENCO and Headteacher/Proprietor will review SEND provision regularly. The review will consider:

- the effectiveness of identification;
- the quality of classroom provision;
- the impact of interventions;

- pupil progress;
- pupil participation;
- parental engagement;
- external professional involvement;
- staff training;
- accessibility;
- resource allocation;
- the effectiveness of the SEND policy.

The School will use the findings of monitoring and review to inform school improvement planning and future SEND provision.

29. Equality, Inclusion and School Ethos

Handel House School believes that every pupil should be treated with dignity and respect. SEND provision will form part of the School's wider commitment to equality, inclusion, safeguarding and pupil wellbeing. The School will seek to ensure that pupils with SEND:

- are valued as members of the school community;
- are protected from bullying and discrimination;
- are supported to develop positive relationships;
- are encouraged to develop confidence and independence;
- have their views listened to;
- receive appropriate support to achieve their potential.

The School recognises that inclusion does not mean that every pupil receives identical provision. Appropriate provision may need to be different for different pupils in order to achieve equitable access and participation.

30. Policy Review

This policy will be reviewed annually and amended where necessary to reflect:

- changes in legislation;
- changes to the SEND Code of Practice;
- changes to the Independent School Standards;
- changes to Equality Act requirements;
- changes to EYFS requirements;
- developments in SEND practice;
- findings from monitoring, review or inspection;
- changes in the School's SEND provision.

Next formal review: September 2027