



CHARLTON HOUSE

— Catholic Prep —

Nurturing excellence, embracing
communities and inspiring futures

Special Educational Needs and Disabilities

Reviewed and approved by the full governing body April 2026

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(SEND) Policy

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1. KEY STATEMENT

At Charlton House Catholic Prep all students are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs. All students are valued equally, regardless of their abilities and behaviour, in line with the Christian ethos of the school. Students with special educational needs are provided with additional support after consultation between parents, teachers and the Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo at Charlton House is Mr Stephen Darby.

2. INCLUSION STATEMENT

Charlton House Catholic Prep will endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils whatever their age, gender, ethnicity, impairment, attainment and background to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify pupil's additional needs as they arise and provide teaching and learning contexts which enable them to achieve to their fullest potential.

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- **SEN Support Guidance for Schools**, which helps educational professionals to identify, plan and meet the needs of children and young people who have special educational needs or disabilities.

3. AIMS

- To have regard for the DFE Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015) on the identification, assessment and provision for students with special or additional needs.
- To identify and assess such students at the earliest possible stage, using the graduated approach and appropriate screening procedures where appropriate.
- To regularly review and update the support plan, involving both students and parents.
- To maintain and regularly review the outcomes identified in a child's Education Health and Care Plan (EHCP)
- To enlist parental support through all stages of SEND support.
- In partnership with parents, to liaise with agencies outside the school, including therapists, health visitors, educational psychologists, social workers and paediatricians, in order to help meet student's needs.
- That students with SEND achieve to their highest ability throughout their time at Charlton House.
- That students with SEND work as independently and cooperatively and their needs allow.
- To ensure accurate records are kept of all children's SEND needs in accordance with the schools' GDPR policy
- To ensure SEND information is shared with the relevant staff for the child's next phase of education

4. OBJECTIVES

- Teachers will provide an inclusive learning environment through high quality teaching. If there are further concerns about a child's progress, they will discuss their concerns with the SENDCO, following a graduated approach.
- If a child is 'significantly behind' in their learning or requires reasonable adjustments to other

pupils, a pupil passport will be written by SENDCo, which will then be shared with parents.

- If a child is finding adhering to the school behaviour policy challenging, an IBMP (Individual Behaviour Management Plan) and risk assessment will be created and shared with parents.
- Liaison between teachers and parents will take place as early as possible and their help enlisted to help the children make progress. The SENDCo will be available.
- Teachers and the SENDCo will ensure a person-centred approach to consider the views and aspirations of the child.
- Monitoring and reviewing of progress by class teachers will take place at least termly, under the advice of the SENDCo.
- The expertise of external personnel and agencies will be sought as appropriate in consultation with parents and the SENDCo.
- To provide support and advice for all staff working with children with special educational needs.

5. DEFINITION OF SEND

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

6. ROLES AND RESPONSIBILITIES

The Head Teacher (Mrs Lea Pay), is responsible for:

- Overseeing the provision of the special needs programmes within the school.
- Working with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision in the school

The SENDCo (Mr Stephen Darby) is responsible for:

- The operation of the schools SEND Policy, having regard to the DFE SEND Code of Practice 0-25 years (2014)
- Working with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Liaising with colleagues and providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Maintaining, reviewing and updating the School's register of students with special needs.
- Maintaining, reviewing and updating outcomes identified in a child's Education Health and Care Plan (EHCP)

- Being the point of contact for external agencies, especially the local authority and its support services.
- Ensuring the school keeps the records including Pupil Passports of all pupils with SEND up to date.
- Advising on the graduated approach to providing SEND support.
- Ensuring the school keeps the records of all pupils with SEND up to date.

Teachers are responsible for:

- The progress and development of every pupil in their class
- Planning and teaching a broad, balanced and differentiated curriculum that meets the individual needs of all children.
- Using high quality teaching to support inclusion within class for those children with SEND.
- Monitoring and maintaining any interventions in conjunction with the SENDCo.
- Continuously assessing and tracking pupils progress, identifying and filling any gaps.
- Liaising closely with and reporting to parents.
- Liaising with external agencies when required, in consultation with parents and the SENDCo.
- Attending relevant professional development courses as required by the SENDCo.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring they follow this SEND policy

LSAs are responsible for:

- Implementing and resourcing programmes under the guidance of the SENDCo and class teachers.
- Feeding back information verbally and in written form to class teachers and SENDCo as required

Charlton House currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism, Speech and Language Difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, processing disorders
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Moderate/severe/profound and multiple learning difficulties

7. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will identify any pupils who are making less than expected progress related to their age. This will include progress which is significantly slower than that of their peers, progress that fails to match or better the child's previous rate of progress, and progress that widens the attainment gap. This will then be reported to the SENDCo for further discussion and plans to close the gap in their learning.

As well as regular assessments, we identify Special Educational Needs by the following:

- Information from previous schools
- Parental views

- Class work
- Outside assessments e.g. Educational Psychologist/Occupational Therapist/Speech and Language Therapist/CAMHs assessments
- EHC Plans
- Dyslexia Screeners or other recognised screeners
- Regular Cause for Concern meetings

Progress will be formally reported at Parents' Evenings and through written reports. Pupil Passports will be typed and follow the same format for all children with SEND and will be reviewed and discussed with parents (and pupils if appropriate) at least termly. Interventions used to close any gaps or make rapid progress will have targets changed ideally every six weeks. The Head teachers, SENDCo and Intervention leads will meet at least half termly.

8. A GRADUATED APPROACH TO SEN SUPPORT

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants. High quality differentiated learning for individual pupils is the first step in the graduated approach when responding to pupils who have or show signs of having SEND. The Hampshire document [‘SEN Support Guidance for Schools’](#) is shared with all teachers every year.

If a teacher has a concern about the progress of an individual, a conversation with the SENDCo will take place where the key areas of concern are outlined, as well as evidence of high quality teaching and intervention for at least 6 weeks. As well as this, most up to date assessment data will be provided. This will then be reviewed by the SENDCo and senior leaders to consider all of the information about the pupil's progress. If required, the school will seek to make arrangements to obtain specialised assessments from external agencies and professionals. If they are then identified as having a special educational need they will be added onto the SEND register, after meetings and discussions with parents.

9. CONSULTING AND INVOLVING PUPILS AND PARENTS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMS record and shared with parents. Parents will be formally notified when it is decided that a pupil will receive SEND support and placed on the school's SEND register.

10. EDUCATION, HEALTH AND CARE PLANS

Charlton House endeavours to make reasonable adjustments for children with specific needs, such as those with EHC Plans, based on the resources and expertise available to us as mainstream, non-specialist provisions.

Any children with draft EHC Plans must be finalised with the local authority prior to entry. For any children with EHC Plans, a consultation must have been completed by the school and accepted by the local authority, prior to entry.

Failure to declare to the schools that your child has an EHC Plan or is in the process of applying for EHC Plan (or draft) will result in a breach of any contractual agreement you have with us and the place within the schools is at risk.

Students with an EHC Plan

Any student at the school that is in receipt of an EHC plan will have specific provisions outlined in Section F of that plan that the school has agreed to provide. A discussion prior to entry must have taken place between the parents, the Head teacher and the SENCo to outline how those provisions could be facilitated within school. This may include provisions provided by external professionals, coordinated by the school. Costings of provisions will be provided as part of the statutory consultation process with the Local Authority, which must have been completed prior to entry. Details of the SEN case officer linked to the plan must also be shared with the school.

The school will provide regular feedback to parents of children with EHC Plans. This could be in the form of parental consultations, meetings, phone calls, emails or via documents such as the Pupil Passport.

The schools will perform a formal annual review of the EHC Plan to provide feedback on any progress towards outlined targets and also make any recommendations for future targets or changes in provision. There may be cases where a child with an EHC Plan is able to access education without the need for significant additional support and/or has reached the agreed goals outlined with Section E & Section F. In these cases, the school may recommend a reduction in provision or ending of the EHC Plan through the annual review. Specific EHC Plan outcomes are shared with staff as well as other relevant background information.

We reserve the right to recommend to parent(s) / carer(s) to seek an alternative school placement if we feel that the school can no longer provide the provision outlined in Section F of the plan, or the child's needs have changed. In some cases it may be necessary to call an early, emergency annual review whereby notice is given to the local authority, triggering a 14 day consultation process place to identify new educational provision to be found. During this time provision on school site may not be available and the school will notify the local authority of its decision to no longer have the child on roll following the consultation period.

The school must report annually on the number of children with EHC Plans.

New EHC Plan applications

If a current student is presenting with needs that can't be met through our normal provision, parents have the right to apply for an EHC Plan through the relevant local authority. The school does not initiate statutory requests, however, the SENCo can provide additional information to parents upon request. This could provide access to additional funding through Section F of a plan, which would outline and provide the resources needed to support the student. Once an application has been made by parents, the school can provide supporting evidence following a request from the local authority.

Not all applications for EHC Plans are successful. It may be the case that interim or longer term support may be funded privately by parents should it be mutually agreed by both the school and parents, or if the application is unsuccessful. In some cases it is not always feasible to provide the necessary support within the school, based on the nature and extent of the special need or disability.

We reserve the right to recommend to parents to seek an alternative school placement if we feel that the school can no longer provide the right environment to meet their child's needs, or a child has a newly agreed EHC Plan which outlines provision in Section F that we are unable to provide.

11. EXITING THE SEND REGISTER

If a child on the SEND register makes accelerated progress that closes the gap between them and their peers, then a decision may be made to remove the child from the SEND register. Parents will be fully involved in this decision. Parents will be formally notified when it is decided that a pupil will no longer receive SEND support and removed from the school's SEND register. The child will continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

12. ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENDCo liaises with the class teachers at least once a term to evaluate the effectiveness of the provision.

13. SUPPORTING PUPILS' TRANSITION

Our teachers and SENDCo spend time working with parents to identify the right next school for your child. Contact is always made with the new school to ensure the transfer of information and the child's school file. Where possible a transition meeting will be held.

PRESCHOOL TO EARLY YEARS FOUNDATION STAGE (YEAR R)

In the summer term, a member of the Early Years Team will aim to liaise with pupils starting at Charlton House Catholic Prep. If a pupil has SEND, a transition meeting will be arranged where parents are invited to attend and information is shared with the receiving class teacher and SENDCo.

Parents/carers are invited to an induction meeting in the summer term, to learn about the Early Year's curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.

All pupils are invited to a number of prearranged school visits in the summer term to their new classrooms, some with parents, and where possible, to be with their new class staff.

If deemed necessary, pupils may receive a booklet before the summer break with photographs and

information about their key adults and class information.

KEY STAGE 2 to KEY STAGE 3 (YEAR 6 TO 7)

Careful transition is planned and arranged. The Year 6 teacher and SENDCo work closely with the secondary school to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.

Charlton House Catholic Prep staff provide your child's secondary school with information about all their needs, strengths and background before the end of year 6. The school file of every pupil with SEND is passed on to the Learning Co-ordinator at the receiving secondary school by the start of Year 7.

JOINING MID-YEAR

A 'buddy' may be chosen to support a new pupil for the first few days of being at Charlton House Catholic Prep. The buddy could sit with the new pupil in class, introduce them to other pupils and answer any questions they may have.

Contact is always made with the previous school to ensure the transfer of information and the child's school file.

14. TEACHING PUPILS WITH SEND AT CHARLTON HOUSE

The code of practice 2014 states that 'class teachers are responsible for the progress of pupils in their lessons'. They are trained to teach children with all types of additional learning requirements and are responsible for planning lessons that are accessible and differentiated for every pupil. In all curriculum areas, pupils are taught in mixed attainment groups. They may be grouped by levels of attainment for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. The school makes reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children.

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

ADDITIONAL SUPPORT FOR LEARNING

Teaching assistants are trained to deliver interventions such as Nesy, Precision teaching, Health and well-being sessions.

We have previously worked with the following agencies to provide support for pupils with SEND:

- Speech & Language Therapy: Children's Therapy Service
<https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service>
- Speech and Language Therapy: Speaking Space Ltd. <http://www.speakingspace.co.uk/>
- The National Autistic Society:
https://www.autism.org.uk/?gclid=Cj0KCQiAhZT9BRDmARIsAN2E-J3KI9pKJ6fDyFULYcn9KxH1so4PeQmh0pDJxdffMiB_tTwotTtZlyoaAvwAEALw_wcB
- CAMHS, Child and Adolescent Mental Health Service:
<https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/camhs?filter-11635=1&letter-11635=C&keywords-11635=&category-11635=>
- Educational Psychologists: Solent Psychology. <https://www.solentpsychology.co.uk/>

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

Teachers are constantly monitoring and tracking the pupils' progress towards meeting their goals throughout the year. The school will use discussions, observations and information gathered from the parents, the class teacher, SENDCo and external agencies to build up a holistic profile of your child's individual needs. This is supported by a variety of assessments and tracking procedures. This is in line with the SEND Code of Practice 2014.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This school system includes reference to information provided by:

- Foundation stage profile/Early Learning Goals
- Progress measured against the objectives from the age-related expectations
- Using the breakdown of reading, writing and maths to show progress
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

In addition to this we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress
- Reviewing the impact of interventions, ideally after 6 weeks
- Using pupil questionnaires and pupil conferencing
- Monitoring of books/interventions by the SENDCo and SLT
- Using documentation to measure progress
- Holding annual reviews for pupils with EHC plans

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

At Charlton House Catholic Prep, all adults within the school community are responsible for the welfare of all our children. We foster a caring ethos in line with our Christian Faith where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) / Relationships, Sex, and Health Education (RSHE) curriculum in class
- Regular review of the school's Behaviour Policy

- Class teachers adapting approaches within class to support a child's needs
- Peer support through buddy system if needed.
- Access to a quieter environment.
- Extra communication with Parents/ Carers through times of increased need for the child
- Individual sessions can be provided to support children with social and emotional needs. This is managed by the SENDCo and sessions are run by our Health and Wellbeing lead.
- The sessions promote raising self-esteem and addressing issues of emotional wellbeing and self-discipline. Specific sessions are also supported by the teachers, depending on each child's individual needs.
- All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ ICT and Health and Safety. All staff understand the need for confidentiality and the systems in place for reporting disclosures.
- The school follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) check. At Charlton House Catholic Prep, the Designated Safeguarding Leaders (DSLs) are the Head teacher and the SENDCo.

Personal Evacuation Plans are written for any child with complex needs in case of an emergency e.g. Fire. All staff are regularly trained on administering [EpiPens](#) for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

WORKING WITH OTHER AGENCIES

The SENDCo is a fully qualified Nationally Accredited SENDCo, and liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists, diabetes nurse, drama therapist and physiotherapists
- Social services – locality teams, social workers, child protection team, family intervention programmes
- Solent Psychology

15. ACCESSIBILITY

Where possible, the school will try and adapt the environment to meet any specific needs of a child. Charlton House Catholic Prep has:

- Sloping ramps at specific entrances
- Disabled parking bay by the reception area
- Disabled toilets and changing facilities

16. COMPLAINTS ABOUT THE SEND PROVISION

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

CONTACT DETAILS FOR RAISING CONCERNS

Please contact the school admin office to arrange to meet the Headteacher or SENDCo on 02380 671739

Head Teacher Lea Pay

SENDCo Stephen Darby

17. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Stephen Darby (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

18. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Admissions
- Accessibility
- Child protection and safeguarding
- Positive Behaviour
- Curriculum