



Special Educational Needs and Inclusion Policy

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- 20.1 Details of the school's educational and welfare provision for pupils with EHC plans, and support for pupils with English as an additional language, are made available to current and prospective parents in accordance with the Independent School Standards. The school explains how to access this information through its website or request a free copy and provides accessible formats where required.
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Related school policies

- Admissions Policy
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- Dyslexia Policy
- Equality and Accessibility Policies
- Attendance and Absence Policy
- Medical Support, First Aid and Intimate-Care Procedures
- Behaviour and Restrictive Intervention Procedures
- Complaints Policy

1. Purpose and school context

1.1 Jasmine Hall is an independent special school for pupils aged 11–18 with EHC plans across Croft House, Cedar House and Markeaton House. This policy explains how we assess needs, plan and deliver provision, remove barriers, review progress and involve pupils and families. Our aim is an ambitious, accessible education and meaningful preparation for adulthood.

2. Legal framework

2.1 This policy applies the Children and Families Act 2014 and Special Educational Needs and Disability Regulations 2014 where relevant; Equality Act 2010; Education (Independent School Standards) Regulations 2014 as amended; Education and Skills Act 2008; relevant safeguarding provisions of the Education Act 2002; Human Rights Act 1998 where applicable; and UK GDPR and Data Protection Act 2018 as amended. The UN disability and children's rights conventions inform our approach; they are not presented as replacing domestic law.

2.2 The school uses the SEND Code of Practice: 0 to 25 years, January 2015, effective from April 2015, as its SEND framework. This is read alongside KCSIE 2026, Working Together to Safeguard Children 2026, the Independent School Standards guidance April 2026 and Ofsted's non-association independent school inspection toolkit for use from 7 September 2026.

2.3 Jasmine Hall School is not listed in the DfE's published August 2026 list of institutions approved under section 41 of the Children and Families Act 2014. On that basis, this policy does not assert section 41 approval or the associated section 43 duty to admit. The school uses the SEND Code as good practice alongside the Independent School Standards and agreed placement arrangements. The Headteacher verifies any subsequent approval or change in status against current DfE records and updates this policy accordingly. If section 41 approval is obtained, the proprietor must have regard to the SEND Code under section 77 and comply with the associated applicable duties.

2.4 Maintained-school SENCO qualification and SEN information report requirements are not automatically applied to this independent school. Jasmine Hall appoints an Inclusion Lead, publishes accessible information about provision and maintains appropriate expertise and oversight as school arrangements. Consultation proposals or announced SEND reforms are not treated as changes to the law before commencement.

3. Education health and care plans

3.1 Pupils' placements and provision are arranged with the placing local authority (LA) through the EHC plan and agreed commissioning arrangements. The school delivers the provision it is responsible for and alerts the LA promptly to any gap, change in need or concern about suitability. Funding discussions must not be used to justify withholding agreed provision. The LA retains its statutory duty to secure the special educational provision specified in Section F.

3.2 The Headteacher or Inclusion Lead coordinates the annual review with the LA. The LA must review an EHC plan at least every 12 months. School arrangements include advice, reports, pupil and parent views and evidence of provision and progress; an early review is requested when needs, placement or provision change materially.

3.3 Relevant participants receive at least two weeks' notice and the gathered advice and information at least two weeks before the meeting. The school sends the meeting report and

recommendations to everyone invited, including the parent or young person and the responsible LA, within two weeks of the meeting. The report records recommendations for amendments and any differences between participants' views. The LA decides within four weeks of the meeting whether to maintain, amend or cease the plan and notifies the parent or young person and school. School recommendations do not themselves amend the final EHC plan. The school follows up delays and informs families of appropriate advice and appeal routes.

3.4 Provision maps translate Section F into clear arrangements, frequency, staffing or expertise, responsible staff and evidence of delivery. Outcomes in Section E inform meaningful IEP targets; targets do not reduce or replace specified provision. The school checks the latest final plan, tracks recommendations and communicates changes once the LA issues an amended plan.

3.5 Reviews from Year 9 onwards address employment or further learning, independent living, participation in society and health. Jasmine Hall normally schedules Year 11 phase-transfer reviews before Christmas to support timely planning. The LA's deadline for amending the EHC plan for transfer from secondary school to a post-16 institution is 31 March in the year of transfer. Different transfer types have their own deadlines.

3.6 After compulsory school age, relevant EHC decision-making rights generally transfer to the young person, subject to capacity provisions. Staff support informed participation and do not assume lack of capacity because of SEND. Parents remain important supporters where appropriate. Personal budgets may be requested through the LA within the statutory arrangements; no particular amount or direct-payment arrangement is guaranteed by the school.

4. Inclusion and equality

4.1 Jasmine Hall School is committed to providing an appropriate and high-quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

4.2 At Jasmine Hall School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils including developing and encouraging the understanding British Values. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs.

4.3 We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background.

4.4 We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils experiencing socioeconomic disadvantage, including those eligible for Pupil Premium through applicable LA or funding arrangements
- Pupils who need support to learn English as an additional language (EAL)

- Pupils with special educational needs
- Pupils with physical disabilities
- Pupils with high prior attainment or particular strengths and talents
- Pupils who are looked after or previously looked after, and pupils who are known or previously known to children's social care
- Pupils who are young carers and those who are in families under stress
- Pupils who are at risk of disaffection and exclusion
- Our pupils may experience barriers associated with needs in the four broad areas described in the SEND Code: communication and interaction; cognition and learning; social emotional and mental health; and sensory or physical needs. Individual profiles can span several areas, including:
 - Learning difficulties
 - Social emotional and mental health needs
 - Sensory or Physical Impairment
 - Autism and associated communication interaction or sensory needs
 - Dyslexia

4.5 Pupils learn at different rates and may have uneven profiles. Staff use individual starting points, assessment, communication needs and emotional wellbeing to plan support, for pupils on all Learning Pathways. Readiness to learn is understood in context; chronological age, aspirations and opportunities remain part of ambitious planning.

4.6 We plan teaching and provision around EHC plan needs and outcomes, maintaining a broad and appropriately challenging curriculum. As an independent school, Jasmine Hall is not required to follow the National Curriculum, but must meet the Independent School Standards and applicable qualification requirements. Adaptation is based on evidence, individual needs and ambitious learning intentions.

4.7 Curriculum planning takes account of pupils' ages, aptitudes, needs and EHC plans under the Independent School Standards. The curriculum and its delivery provide every pupil with opportunities to learn, make progress and prepare for adulthood.

4.8 We see the inclusion of children and young people identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

4.9 The school plans reasonable adjustments in advance and reviews them as needs change. Adjustments include changes to practices, teaching and communication and the provision of reasonable auxiliary aids and services to prevent disabled pupils being placed at a substantial disadvantage. Staff record agreed adjustments, responsibilities and review arrangements and seek specialist advice where needed. Physical access improvements are addressed through the Accessibility Plan. Lack of a diagnosis is not a reason to delay support for an identified barrier.

5. Objectives

- To implement the applicable Children and Families Act 2014 provisions, Equality Act 2010, Independent School Standards and SEND Code framework effectively, recognising the school's legal status.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full curriculum access through adaptive teaching, reasonable adjustments and planned support by class teachers, the Inclusion Lead and support staff.
- To provide specific input matched to individual needs alongside high-quality classroom teaching.
- To ensure that pupils are perceived positively by all members of the school community, and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable pupils to move on from JHS well equipped to continue learning and social independence to meet the demands of their community.
- To involve parents/carers at every stage in plans to meet pupils needs.
- To involve the pupils themselves in planning and in any decision making that affects them.

6. Coordinating SEN provision

6.1 The Inclusion Lead, Leanne Slater, coordinates provision with the Headteacher, class teams, progress and assessment leaders and relevant therapists. Responsibilities include:

- Ensuring regular meetings with senior teaching staff for each class tutor to discuss additional needs concerns and to review IEP/ SEN Support Plan / Provision Map linked to EHCP outcomes.
- At other times, the Head will be alerted to newly arising concerns through the class tutors.
- The Headteacher and Inclusion Lead discuss newly arising concerns with the class tutor promptly, normally within one week. Urgent safeguarding, medical or serious provision concerns are acted on immediately.
- Where necessary, reviews will be held more frequently than once a year for some pupils.
- Targets in IEPs and provision maps are linked to EHC plan outcomes and inform adaptive whole-class teaching, communication support and individual interventions.
- The Headteacher, Assistant Head and Inclusion Lead monitor the quality and effectiveness of provision for pupils through classroom observation.
- Class teachers remain responsible for teaching and progress, supported by trained teaching assistants and specialists. Additional provision is planned through the EHC plan and commissioning arrangements, with any funding concern escalated promptly to the Headteacher and LA.
- The Inclusion Lead and outside agencies liaise and share developments in order to inform reviews and forward planning.

6.2 The school uses an assess, plan, do, review cycle. Assessment informs a documented plan agreed with the pupil and family; responsible staff deliver it; progress and delivery are reviewed and the plan adjusted. Specialist and EHC provision can be introduced immediately where required, alongside this cycle.

6.3 Class teachers remain accountable for pupils' learning when support is delivered by assistants or specialists. Leaders monitor delivery through observation, records, consultation and evidence of impact, and resolve gaps rather than relying solely on paperwork.

7. Wellbeing and safeguarding

7.1 Jasmine Hall School recognises the link between emotional wellbeing and learning. Our inclusion practices ensure early identification and intervention for pupils' mental health needs, with support available through ELSA-trained staff, therapeutic interventions, and multi-agency collaboration.

- The School is committed to offering the same opportunities for education, school activities, health care and individual support to all our pupils.

- All pupils are fully involved in all educational opportunities and activities offered during the school day. They receive support as a group and as individuals from named teachers and other support staff. Communication and support to parents of day pupils is maintained through these members of staff.
- Pastoral staff and named class staff provide individual support according to assessed need. Accessible conversations and pupil-view activities help pupils discuss progress, concerns and complaints; pupils can choose trusted adults where possible.
- First aid and health care support can be accessed by all pupils through normal school systems.
- The school promotes online safety, emotional regulation and resilience. Staff recognise and report safeguarding concerns, including grooming, exploitation and radicalisation, using KCSIE 2026 and current Prevent duty guidance. SEND or behaviour must not be used to explain away possible abuse.

7.2 Staff are alert to communication barriers, peer isolation, bullying and the risk that injury or distress may be attributed to a disability. Trusted adults and accessible reporting are provided. The DSL team is Nathan Slater, with deputy DSLs David Torrance and Sarah Leech. Immediate safety concerns are acted on promptly, using the Safeguarding Policy.

7.3 Behaviour and attendance concerns are assessed alongside possible unmet need, medical issues, sensory distress and safeguarding risks. Reasonable adjustments, early intervention and EHC review are considered. Informal exclusions and reduced timetables are not used as routine SEND management; any temporary reduced timetable follows the Attendance Policy, LA involvement and a clear review and reintegration plan.

7.4 Medical and personal-care needs are planned alongside educational provision. Relevant individual healthcare, intimate-care and personal emergency plans identify agreed support, trained staff, privacy and dignity, communication, consent where required, emergency action and review arrangements. Staff follow the school's medical-support, first-aid and intimate-care procedures and involve the pupil, family and appropriate professionals. Care is delivered safely and sensitively and does not unnecessarily restrict access to learning or activities.

8. Identification assessment monitoring and review

8.1 Class teams and the Inclusion Lead assess and record progress to identify barriers, strengths and needs not fully captured in the current EHC plan. Evidence includes:

- Baseline assessments results
- Progress in communication literacy and numeracy using current school frameworks and individual starting points
- Curriculum and qualification expectations appropriate to the pupil's programme
- Relevant developmental or pre-key-stage measures where suitable for the learner; these are not treated as mandatory secondary assessment frameworks
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- The current EHC plan and linked outcomes provision map and individual targets
- Assessments by the therapy staff as applicable
- Assessments through observation by key workers
- Requests for further assessments from educational psychologists/CAMHS

8.2 Assessment draws on observation, curriculum work, pupil and family views and relevant professional advice. Screening tools inform understanding but do not independently

diagnose a condition or determine placement. EAL alone, low attainment, trauma or behaviour is not assumed to establish a particular SEN diagnosis.

9. Adaptive curriculum provision

9.1 Adaptive teaching responds to assessment and individual needs through clear modelling, explicit instruction, scaffolding, accessible communication, supported practice and flexible grouping. Staff adapt materials and response methods while retaining ambitious learning intentions wherever appropriate. Relevant adjustments and strategies are recorded in planning and individual support documents.

9.2 Class teachers monitor progress and use the evidence to refine teaching and support. Reviews consider the pupil's starting point, the effectiveness of provision and whether adjustments are working, alongside curriculum and EHC outcomes.

9.3 Progress is evaluated across academic learning, communication, participation, wellbeing and independence. The following school indicators support professional judgement, taking account of individual starting points, needs and aspirations:

- Reduces an identified gap in knowledge skills or access where this is an appropriate goal
- Prevents avoidable widening of a gap through timely support
- Reflects meaningful progress from a comparable starting point without limiting ambition by peer comparison
- Maintains or improves the pupil's previous progress with suitable challenge
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Shows improved regulation relationships engagement or safety while avoiding an expectation of masking disability-related needs

10. Targeted intervention

10.1 Targeted support is introduced when evidence shows that classroom adjustments alone are insufficient or when the pupil's needs require specialist input from the outset. Staff do not wait for a prolonged lack of progress before implementing provision already specified in the EHC plan. Indicators include:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support for social emotional or mental health needs
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

10.2 Targeted provision is selected from the individual's assessed needs. Common examples include:

- Pupils with shared learning needs who benefit from a focused group such as phonics spelling or numeracy teaching
- Pupils requiring specialist advice or more intensive support from relevant professionals such as educational psychology CAMHS or medical services

10.3 Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets.

10.4 Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

10.5 The group may be taught by the class teacher and also supported by a TA.

10.6 The responsibility for planning for these pupils remains with the class teacher, in consultation with the Headteacher and Inclusion Lead.

10.7 Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

10.8 Intervention plans identify purpose, baseline, intended outcomes, approach, frequency, responsible staff and review date. Leaders check both delivery and impact. Support complements learning and participation; withdrawal from class is purposeful, proportionate and reviewed with the pupil and family.

11. Dyslexia

11.1 Jasmine Hall adopts a dyslexia-friendly approach with accessible resources, structured literacy teaching, multi-sensory approaches where effective, assistive technology and individual adjustments. Strategies are selected and evaluated against the pupil's needs and progress. This policy is read alongside the Dyslexia Policy.

11.2 Dyslexia support is based on the pupil's assessed strengths, barriers and needs; staff use accessible teaching and resources across the curriculum.

11.3 Staff recognise possible literacy difficulties, use assessment to understand the profile and seek specialist advice where needed. A dyslexia diagnosis is not required before appropriate classroom support is provided.

11.4 As a school we strive to ensure the following aims:

11.5 Whole school responsibility for supporting children with dyslexia

11.6 Dyslexia friendly learning environments and availability of desk top learning aids in all classrooms

11.7 Equitable support through high-quality adaptive teaching informed by suitable evidence and assessment

11.8 Multi-sensory teaching methods

11.9 Appropriate intervention strategies relevant to the pupil's specific needs, including the use of assistive technologies.

11.10 Effective and equitable access to 1-1 intervention where required

11.11 Effective tracking of pupils' Literacy development

11.12 CPD opportunities relating to Dyslexia for all staff.

11.13 Resource/ training offered to parents/ care settings to improve understanding of dyslexia and how to support YP with dyslexia at home.

11.14 Effective networking for sharing and celebration of good practice

12. Staff training

12.1 All staff, including teaching assistants, receive regular CPD in:

12.2 Adaptive teaching and Quality First Teaching

12.3 Trauma-informed and neurodiversity-affirming approaches

12.4 Safeguarding pupils with SEND under KCSIE 2026

12.5 Communication and assistive technology

12.6 Managing behaviour through relational and restorative practice

- The Inclusion Lead holds regular meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development.
- In-House SEN and Inclusion training is provided through staff meetings.
- All staff have access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified.
- Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.

13. External support services

- Specialist teaching can supplement class provision according to assessed need, including subject expertise and appropriate challenge for pupils with particular strengths.
- The Inclusion Lead liaises with relevant agencies, which may include:
- Services for Children and Young People - Children's Social Work
- Education Welfare Service
- Pupils GP
- Speech Therapy
- Dance and Movement Therapy

13.1 We can also gain access to the following services as required:

- Physiotherapy
- Occupational Therapy

13.2 Parents and young people are involved in referrals and informed about external input, subject to safeguarding and lawful information-sharing requirements. Consent is obtained where required, with the young person's decision-making rights considered.

14. Partnership with parents and carers

- Staff and parents/carers work together to support pupils
- Parents/carers are involved at all stages of the education planning process.
- Reviews discuss pupils' strengths, progress, needs and aspirations. Suggested home support is specific, achievable and agreed collaboratively; families leave with clear actions, responsibilities and review arrangements.
- Parents and pupils are supported to contribute to reviews. Relevant IEPs, provision maps and review outcomes are shared in an accessible form, subject to the young person's rights and appropriate confidentiality.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents can raise concerns through agreed school contact arrangements, including class-team calls and appointments. Staff explain how to make urgent contact, agree appropriate communication arrangements with families and provide clear points of contact.
- Concerns are addressed promptly by the appropriate class staff, Inclusion Lead or Headteacher. Unresolved issues follow the school's published Complaints Policy and proprietor arrangements; that policy explains escalation and panel review.

15. Health social care and voluntary organisations

- The school regularly consults health service professionals.
- Education Welfare Service will be accessed through Senior Staff support. Class teachers will alert if there is a concern they would like discussed.
- The DSL Nathan Slater or a deputy DSL contacts children's social care where appropriate under safeguarding procedures. Any staff member can make a referral where necessary; concerns must not wait for the DSL to become available.
- There are many voluntary organisations supporting SEN Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted within the school.

15.1 Families are signposted to relevant Derby City, Derbyshire or their home LA Local Offer and independent SEND information, advice and support services. Health and social care input is coordinated with educational planning, with responsibilities recorded and concerns escalated to the appropriate service.

16. Inclusion principles

16.1 At Jasmine Hall School, staff value and celebrate pupils of all abilities, ensuring that inclusion is embedded across every aspect of school life. We are committed to creating a learning environment where all pupils feel safe, valued, and supported to achieve their full potential.

16.2 Teaching and learning approaches are flexible and responsive to individual needs, recognising that pupils learn in different ways and at different rates. Staff work collaboratively to plan and deliver lessons that are engaging, accessible, and reflective of each pupil's strengths and challenges. Every pupil's individuality is respected, and their achievements are celebrated.

16.3 Where a suitable mainstream inclusion opportunity is available, Jasmine Hall works with the partner school, LA, pupil and family to agree purpose, provision, supervision, safeguarding and review. This is an individually planned opportunity, not an automatic reduction of the pupil's education or transfer of responsibilities. Registration attendance recording and transport arrangements are agreed before it begins.

16.4 Inclusion and safeguarding are considered together under KCSIE 2026. Pupils with SEND can face additional barriers to reporting or recognising abuse, and staff remain alert to these. The DSL ensures accessible reporting and trusted-adult support, including symbols, visual aids, AAC or other communication approaches suited to the pupil.

16.5 All staff receive annual safeguarding and SEND-specific training to ensure they can identify, respond to, and report any concerns promptly and appropriately. Our inclusive safeguarding practice ensures that every pupil, regardless of ability, need, or background,

feels protected, understood, and empowered to communicate their thoughts and feelings safely.

17. Access to the environment

17.1 Jasmine Hall School now operates across three sites: Croft House, Cedar House, and Markeaton House.

17.2 Croft House

17.3 Croft House has three levels connected by stairs, with a main lobby and side pupil entrance. Ground-floor teaching spaces can be adapted. Staff assess and confirm actual step-free routes, equipment, classroom allocation and emergency arrangements for each pupil or visitor before attendance, identifying and addressing any barriers.

17.4 Cedar House

17.5 Cedar House has two floors, reception and a pupil entrance on Slater Avenue, with pupil toilets on the ground floor. Staff assess accessible routes, classroom allocation and facilities for individuals, including any limitations on access to upper floors.

17.6 Markeaton House

17.7 Markeaton House has two floors, with entry on Slater Avenue and reception to the right, accessible main corridors and staff and pupil toilets on the ground floor. Access to teaching and vocational spaces is checked individually, including upper-floor and evacuation arrangements.

17.8 General Provisions Across All Sites

17.9 Across all sites, staff monitor lighting, signage, step markings, acoustics and access to suitable toilets. Carpets, curtains or quiet areas may support some learners where appropriate, alongside fire and hygiene requirements. Descriptions in this policy do not replace an accessibility audit or guarantee unrestricted wheelchair access to every floor.

17.10 Reserved parking for pre-booked and disabled visitors is available at the front of Cedar House, subject to agreed access arrangements.

17.11 Accessibility concerns are recorded in the Accessibility Plan and repairs or improvement programme, with interim measures and named responsibilities where needed.

17.12 Equipment and auxiliary aids are provided according to assessed need, professional advice and applicable responsibilities. Staff check safe use, training and continuing suitability.

17.13 The Accessibility Plan addresses increasing access to the curriculum, improving the physical environment and improving access to information. It is informed by consultation and accessibility audits and sets out priorities, timescales, named responsibilities, resources and review dates. The proprietor oversees implementation and evaluates progress. Individual evacuation and emergency arrangements are made where necessary, including for pupils or visitors with mobility, sensory or communication needs. Staff test that agreed routes and assistance are workable.

18. Access to learning and the curriculum

- All pupils receive a balanced, broad and appropriately ambitious curriculum. Teaching and reasonable adjustments address individual barriers; disability or learning difficulty is not an automatic reason to exclude a pupil from an activity. Any individual intervention or

withdrawal from a particular session has a clear purpose, proportionate duration and review.

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of pupils, and will encourage peer working and collaborative learning.
- Learning intentions are explained accessibly. Activities, response methods and recording are adapted as needed, with evidence captured through the school's current assessment systems. Staff select methods that accurately demonstrate each pupil's learning.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school identifies and addresses barriers to curriculum and extracurricular participation through reasonable adjustments and planned support.
- Pupils with a diagnosis of Dyslexia or associated traits will be provided with additional support in order to maximise their access to the curriculum.

19. Examinations

- Exam access arrangements follow the current rules of the relevant awarding organisation and, where applicable, JCQ's Access Arrangements and Reasonable Adjustments for 2026–2027. Adjustments are based on evidence of need and the pupil's normal way of working. An EHC plan or diagnosis does not automatically confer every arrangement.

19.1 The Inclusion Lead and exams team plan adjustments early, retain classroom and assessment evidence and make applications or declarations under the current rules applicable to the qualification and examination series. Where the applicable access-arrangement rules require assessment, this is undertaken by an appropriately qualified assessor, with relevant Level 7 evidence where mandated. Where an EHCP or other specialist evidence supports an alternative evidence route, the school follows that route and retains the required evidence of need and normal way of working. An EHCP does not automatically confer an arrangement; each application follows the relevant criteria.

19.2 Word processors and other arrangements are considered individually and supported by evidence. Arrangements must preserve the skill being assessed and comply with qualification-specific rules. Functional Skills awarding-organisation requirements are checked separately rather than assuming all JCQ arrangements apply identically.

20. Access to information

- Information is provided in alternative accessible formats where required, including suitable electronic audio symbol or large-print formats.
- Staff adapt printed materials and use appropriate adult or peer support while preserving privacy independence and dignity.
- Alternatives to handwriting are provided where appropriate, including assistive technology, typed work, speech-to-text or adult scribing under the relevant learning and assessment arrangements.
- Pupils can demonstrate achievement through appropriate methods including observation, recordings, photographs, video or drawing. Use and storage of identifiable recordings follow data protection, safeguarding and school consent arrangements.

21. Admission arrangements

- Admissions and referrals follow the Admissions Policy, registered age range, EHC needs, LA consultation and agreed placement arrangements. Accessible visits and assessment inform suitability and reasonable adjustments; the policy does not limit consideration to Key Stages 3 and 4 or impose a blanket attainment threshold.
- Before admission, families, the pupil and relevant professionals discuss needs, provision and transition. Current EHC and professional information informs planning; a missing document is pursued promptly and not treated as evidence that the pupil has no support needs.
- Class allocation considers age, learning and communication profiles, relationships, sensory and pastoral needs, curriculum pathways and appropriate challenge. Decisions support access and opportunity rather than relying on attainment alone.
- Class placement is reviewed after settling in and as needs change. Pupils and families are involved before planned changes, with a supported transition; urgent safety adjustments are explained promptly and reviewed.

21.1 Parents and carers are signposted to the relevant Local Offer during admissions and ongoing contact. Transitions involve sharing necessary education, safeguarding and medical information securely and planning reasonable adjustments before attendance.

22. Disability awareness and equality

- The PSHE curriculum and school assemblies will include issues of disability, difference and valuing diversity, advice can be sought from Disabled Peoples organisations on appropriate resources.
- The School and staff challenge stereotypes through teaching care and therapy, are critical of 'disablist' language, promote the social model of disability; ensure disability issues are encouraged throughout the teaching and include positive and diverse images in all materials.
- Teachers, support staff and visiting specialists are involved in a whole school approach to an inclusive ethos; staff teams are knowledgeable, skilled and committed to raising levels of awareness across the whole school community; links to disabled people within the school community and beyond.
- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs and or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of our pupil's time in school and educational visits to raising awareness of issues of language and other disability equality issues that may impact on members of the wider community.
- Staff seek relevant equality and inclusion networks professional development and opportunities to share good practice.

23. Listening to pupils

23.1 Pupil voice is central to inclusion. Pupils participate in reviews, target setting and school decisions using methods suited to them, including visual choices, communication aids and advocacy. Staff distinguish a pupil's views from adult interpretation and record how these views inform action.

- Pupils have access to our therapy services where applicable and can be referred for one to one counselling
- We encourage the inclusion of all pupils in the School Council called Student Voice and other consultation groups.
- We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
- Staff receive training in communication, active listening and supported pupil participation, with specialist advice and further development where appropriate.
- Staff use supportive listening and post-incident reflection within school procedures and relevant training, including Team Teach where used. Training does not replace safeguarding duties or authorise inappropriate restraint.

24. Working with disabled parents and carers

- Disabled parents and carers are supported to participate fully through reasonable adjustments, accessible venues, remote attendance or other agreed arrangements. BSL interpretation or other communication support is arranged where needed and available through appropriate services; staff check requirements in advance rather than presume access.
- Parents/carers are consulted about their access and information needs within our admission procedures. For all parents/carers we ensure that we have regular telephone/email contact.

25. Trips and activities outside school

- We make all trips inclusive by planning in advance and using accessible places, and additional TA support for individual children as required.

25.1 Visits and work-related learning are planned with individual needs, accessible transport and venues, trained support and emergency or medical arrangements. The Risk Assessment and Educational Visits Policies guide safe inclusion; a requirement for a parent to attend is not used automatically in place of appropriate school support.

26. Monitoring and evaluation

26.1 School leaders use current assessment systems, including Earwig and B-Squared where relevant, curriculum evidence, provision maps, pupil views and recorded incident and attendance information to evaluate progress and provision. Data is used to identify action, alongside contextual professional judgement.

Parents receive an annual written report on their child's progress and attainment in the main subject areas taught, unless the parent has agreed otherwise, in accordance with the Independent School Standards. This is supported by accessible discussion and relevant evidence. EHC annual reviews and IEP reviews complement this reporting and do not replace the requirement for an annual written subject-progress report.

26.2 At the same time, we set new targets for the year ahead, aiming for:

- Improved progress from individual starting points and fewer avoidable barriers to participation
- Reduced harmful incidents suspensions and exclusion, with improved wellbeing regulation and access to learning

- The Inclusion Lead reports termly to the Executive Headteacher and those responsible for governance, with significant concerns escalated promptly. The annual report summarises provision, outcomes, barriers and improvement actions, including disability inclusion under the Equality Act 2010.
- The Headteacher will report on any whole school developments in relation to inclusion and disability, and will ensure that Smoothstone Care and Education are kept up to date with any legislative or local policy changes.
- The Annual Review to parents/carers will include the details of any changes to SEN provision.
- Individual targets for our pupils will be reviewed through targets, and a summary of the outcomes arising from these targets will be included in the Annual Review.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Teachers set and review learning targets through daily assessment and scheduled reviews, including half-termly or pathway reviews where appropriate. Evidence supports realistic, ambitious next steps. Whole-school evaluation is reported annually to the proprietor; accessible information about provision and outcomes is available to families, with personal information protected.
- The Headteacher and Inclusion Lead review this policy annually with the senior leadership team and seek proprietor approval. The next scheduled review is September 2027.

27. Complaints and policy review

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Headteacher, who will try to resolve the situation.
- A formal complaint can be submitted in writing or another accessible format under the Complaints Policy. The published policy sets the response timetable; any 15-working-day target is applied only where it matches that procedure, with updates if a justified extension is needed.
- Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

27.1 The school's Complaints Policy provides informal, formal and panel stages, including the required independent panel member under the Independent School Standards. Complaints about school delivery and challenges to LA EHC decisions follow different routes. The school explains relevant SENDIASS, mediation, tribunal or other routes without suggesting its complaints panel can amend an EHC plan.

27.2 Approval of this policy is recorded by the proprietor. Annual review, inspection and school monitoring assess whether provision is effective in practice, with action taken on any gap.

Source references

Independent School Standards guidance April 2026

<https://www.gov.uk/government/publications/regulating-independent-schools>

KCSIE 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted independent school inspection toolkit September 2026

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

SEND Code of Practice January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Working Together to Safeguard Children 2026

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

DfE Section 41 approved institutions

<https://www.gov.uk/government/publications/independent-special-schools-and-post-16-institutions>

JCQ Access arrangements and reasonable adjustments

<https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/>

SEND Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>