

SEND Policy



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

Changes from previous documents and sections have been highlighted yellow.

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 Policy written by - SENDCO
 Policy to be updated on an annual basis.

Change Log – for 2025/2026

Sections which have changes from the previous SEND Policy

This policy should be read in conjunction with the following published documents

- Equal Opportunities and Diversity Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Boarding Information Handbook
- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Anti-Bullying Policy
- Educational Visits Policy

Acronyms

AS	Autism Spectrum
ADHD	Attention Deficit Hyperactivity Disorder
CIE	Cambridge International Exams
CPD	Continuing Professional Development
EAL	English as an Additional
Language	
EAP	English for Academic Purposes
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
SALT	Speech and Language Therapy
SENDCo	Special Education Needs and Disability Coordinator
JCQ	Joint Council for Qualifications
KS2	Key Stage 2
LA	Local Education Authority LSA
LArning Support Assistant MFL	Modern Foreign Languages
MidYIS	Middle Years Information System
NC	New National Curriculum
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
GHS	Glebe House School

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Scope

Glebe House School encompasses both a Preparatory and a Pre-Preparatory School. Throughout this policy, the term Glebe House School refers to both Schools but not the Nurseries in the wider trust, who have their own policies.

Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to 'have regard to the Code of Practice' This means that we must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: 'a child or young person has SEN if they have a Learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a Learning difficulty or disability if he or she has a significantly greater difficulty in Learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions. A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.'

Some children and young people with SEN may also have a disability. Under the Equality Act 2010, the definition of a disability is: 'a physical or mental impairment that has a substantial and long-term negative effect on someone's ability to do normal daily activities.'

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition as detailed in the Code of Practice, 2014.

Rationale

This policy explains how Glebe House School makes provision for pupils with SEND, in line with the current legislation and in line with the School's ethos.

Glebe House School is a non selective co-educational independent school. We believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenges in our Learning environment.

Glebe House School is committed to providing a sufficiently challenging curriculum for all of its pupils. All pupils have individual needs, which put personalised Learning at the heart of our teaching and Learning. All staff are responsible and accountable for the development and progress of the pupils in their class.

All pupils have an entitlement to the following:

- Staff commitment to develop pupils' full potential at all times.

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those pupils identified as SEN.
- An entitlement beyond subject teaching, including preparation for senior school life, adulthood and preparation for the world of work. This should include extra-curricular activity, personal social education, visits to local places of interest, careers guidance, visits to local industry, work experience, community service and, in some circumstances, counselling.

The school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, and those needs are made known to all who are likely to teach him/her.

The school will do its best to ensure that all practitioners are able to identify and provide for those pupils who have special educational needs and ensure that they are included in all lessons and activities alongside their peers as far as is practically possible.

Partnership with Parents

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with SEN and ensure that parents are notified of a decision by the school that provision is being considered or made for their child.

Partnership with parents and guardians plays a key role in enabling children and young people with SEN to achieve their potential. GHS recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes

Identification and Assessment of SEN

On entry to Glebe House School

Pupils entering the school with a known difficulty must provide full details and relevant documents such as a screening result, assessment report or statement of SEN/EHCP. Pupils who have been assessed by an educational psychologist or specialist teacher assessor will be added to the Learning Support register and staff notified of the pupil's additional Learning needs. International pupils' maths and English are assessed before entry, and a further English assessment is set when they start at Glebe House School.

Staff Referrals

Class and subject teachers make regular assessments of progress for all pupils.

If a class teacher feels that a pupil is struggling with any subject areas or part of the school, they discuss this with SENCO. An online testing system (INCAS) is administered annually from

Division I – Division VI (MIDYS) Division VII and VIII and the results are used to track pupils' progress.

This can also assist with pinpointing those children who may need additional support

If evidence of a specific LArning difficulty seems likely or if progress is not as expected, parents are asked to meet with the class teacher and/or SENCO to discuss strategies for LArning that may include assessing the pupil further.

If a pupil displays AS, ADHD, SLCN, ODD or OCD traits this would trigger a discussion with parents and referral to the relevant agencies, signposted by the school.

In both Pre-Prep and Prep, the assessment tracking system allows us to monitor pupil attainment and engagement. These systems allow staff to identify pupils making less than expected progress given their age and individual circumstances.

Pupils may be referred to a SENCO because they are showing some of the following characteristics:

- significantly slower auditory or visual processing speeds than that of their peers
- significant difficulty with acquiring literacy or numeracy skills that will allow them to access the secondary curriculum
- a difficulty with understanding and managing their behaviour and social skills

A referral from a member of staff would LAd to the following action from the SENCO:

- test results and tracking would be reviewed
- discussion with Form Tutor, Head of Boarding (if applicable) and subject teachers
- in addition, observation of the pupil in class may be appropriate

Following this procedure, a meeting between parents, SENCO and Form Tutor and/or Headmaster may be arranged.

Support for staff

Additional resources are available from the SENCO, which cover topics such as Dyslexia, Dyscalculia, Dyspraxia, ADHD and Autism Spectrum Disorders.

Teaching and LArning resources can be remastered on request by the Learning Support Department, and staff are encouraged to use such materials as models for designing their own departmental resources.

Staff training

Glebe House School is committed to improving and updating staff awareness of best practice in teaching pupils with Learning difficulties/SEND.

The SEND list is updated weekly, and the SENDCo keeps staff updated with information about these pupils.

All Staff training record

Weekly meetings, Live document SEND Provision Grids, termly Support Plans and access to SEND training online (educare) and other providers.

Parent/Carer Referrals

Parents and carers sometimes voice concerns about their child's progress. A meeting between parents, Form Tutor and the SENCO would be arranged to discuss these concerns and the process detailed above set in motion if deemed appropriate.

Pupil Referrals

Pupils sometimes approach their Form Tutor/Class Teacher or the SENCO with concerns about their LArning. In these cases, a private discussion will take place together with encouragement to involve the pupil's parents further along the referral process.

SEN Support

The Code of Practice 2014 refers to a 'graduated approach to SEN support'. How far a pupil needs to be supported along these steps depends on their level of need. At GHS, support is graduated in the following ways:

1. The SENDCo advises teaching staff of strategies and methods that will enable the pupil to access the subject areas. Pupil engagement and attainment is monitored.
2. The SENDCo may decide, after consultation with parents and staff, that a full assessment of the pupil's LArning difficulties is required. The SENCO will then recommend screening, leading to a full diagnostic assessment for dyslexia. A pupil's observed difficulties may require onward referral to the Community Paediatric Service or to an outside agency such as an educational psychologist. If appropriate, where mental health issues are impacting on LArning, pupils have access to a school Mental Health Champions who can refer on if needed.
3. The advice contained within a full assessment report may trigger a need for LArning or literacy support lessons on a 1:1 basis. There will be an additional fee for these lessons.
4. If a full assessment takes place, the report's findings may LAd to further in-class support strategies being put in place for the pupil. The TA would be involved with supporting these pupils in the classroom.
5. For those pupils unable to access the full MFL curriculum there is the opportunity for them to receive LS lessons with a specialist teacher in a small group in lieu of one MFL lesson.

Behaviour and Sanctions

Staff should adopt the school behaviour policy when dealing with behavioural difficulties exhibited by SEND pupils. The SENCO will advise on appropriate strategies to support the pupil's difficulties which may have led to their challenging behaviour.

Reviewing Progress

Pupils with a Statement of SEN/EHC Plan have an Annual Review in accordance with the Special Educational Needs and Disability Code of Practice (0-25 years). Targets are set and reviewed on a termly basis. Support plans are put in place for those on the SEND register and targets updated regularly.

Assessment and Exam Procedures in Prep

Pupils who have documentation supporting their SEND, may have extra time provided for the end of year assessments if they meet the current criteria (see Appendix 2). This will help to build the 'evidence of need' file as detailed above. For children in younger year groups, additional time for tests or readers/scribes is permitted at the discretion of the class teacher and SENCO.

English as an Additional Language (EAL) and English for Academic Purposes (EAP)

English as an additional language is not a special educational need although some pupils may fall into both camps. We provide opportunities for EAL pupils to develop and use English as follows:

- a welcoming environment in which children can feel confident and can contribute in English
- effective models of spoken and written English within the class and School in general
- differentiated activities and resources within the classroom, as necessary

International Pupils

- International pupils' maths and English are assessed before entry, and a further English Assessment is taken when they start at Glebe House School.
- Support in English as an Additional Language (EAL) and English for Academic Purposes (EAP) is provided at a level appropriate to each pupil's needs.
- Progress is monitored and reported in the same manner as other pupils.

Laptop and Word Processor Policy

This policy is informed by the current JCQ regulations

A laptop or word processor is a useful tool for a pupil/candidate with:

- a specific Learning difficulty for whom the ability to write legibly is impaired
- a physical disability
- poor handwriting
- planning and organisational difficulties when writing by hand
- a medical condition

Permission to use a laptop in lessons is given after consultation between the SENCO, subject teacher(s) and parents/guardians. Pupils with the difficulties detailed above will be the primary candidates offered this adjustment in class.

Pupils and parents will be reminded of the regulations on bringing personal laptops into school.