Hampton Court House

SEND Policy

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Special Educational Needs and Disabilities (SEND) Policy

Statement of Intent

Hampton Court House School (HCH) is a vibrant learning community, which fosters the habit of curiosity and the lifelong love of learning. We value scientific, artistic and sporting pursuits, to inspire every child to discover and embrace their individuality. We encourage and support the growth of their intellectual abilities, so they can enjoy developing into independent learners.

The SEND policy, along with supporting documents, provides parents/guardians and all stakeholders with a comprehensive categorisation of the support processes that are embedded to ensure the educational progress and well-being of our pupils.

Aims and Rationale

- HCH has high expectations of both its pupils and its staff. We are proud of our diverse multicultural community, as we believe that it enriches our school. We believe that every pupil should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.
- We aim for each pupil to achieve their academic potential and enjoy learning. Each pupil's needs are supported so that they feel happy, confident, inspired and valued.
- We promote Pupil Voice, as we recognise and value the importance of gaining genuine pupil views in promoting the best pupil outcomes. (This is appropriate to age, understanding and ability).
- We aim to teach to a high standard, monitoring and evaluating the progress of each pupil to ensure that they fulfil their potential.
- We aim to work in partnership with parents and carers to achieve the best outcomes for the pupil. We focus on supporting and providing development opportunities for all our staff and on working together as an effective and cohesive team.
- This policy will contribute to these objectives by:
  Identifying pupils with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
  Putting into effect a plan of action that involves all stakeholders.
  Using outside agencies and/or resources, such as health and social care professionals, as appropriate.
  Evaluating the outcome of individual pupil provision and targeted plans regularly, and communicating updates with parents and teachers.
  Revising the plan of action as appropriate.

Principles and Relevant Legislation and Guidance

This policy is written, having regard for the following legislation and guidance:

- The SEND Code of Practice: 0-25 years-2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010
- Statutory framework for the Early Years Foundation Stage (EYFS): April 2017

It is duly noted, the Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social Care. Schools must set out how they meet their pupils' SEND.

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Admissions Policy
- Equal Opportunities Policy
- Safeguarding Policy
- EYFS Policy
- Curriculum Policy
- Accessibility Plan

- At HCH we monitor the progress of pupils closely to ensure that appropriate support is offered as soon as possible. Special educational provision is underpinned by high quality teaching and most pupils will be supported within the classroom, with appropriate intervention (Wave 1). Sometimes it is necessary to embed more intensive support from our Learning Support department (Wave 2), or external professionals, such as speech and language therapists, occupational therapists, educational psychologists and specialist teacher assessors (Wave 3). We are committed to ensuring that all pupils at HCH have equal opportunity to access a broad and balanced curriculum.

- At HCH we provide Special Educational provision for the 4 broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory and/or physical

  Within these areas we currently support pupils with a range of needs. These include pupils with specific learning difficulties, such as Dyslexia, ASD, and SEMH.

- In line with the SEND Code of Practice (2015), the 'Graduated Approach' is implemented to identify and support pupils SEND. The graduated approach is used as a model of action and intervention to help our pupils who have SEN. The approach highlights that there is a range and continuum of SEND and where necessary specialist expertise should be sought to support a child or a young person with the difficulties they are experiencing.

- HCH follows the four-part cycle (Assess, Plan, Do, Review) of the Graduated Approach, where decisions and actions are revisited, evaluated and revised. This enhances our understanding of our pupil's needs and how to best support them to make good progress and secures successful outcomes.

- Pupils who are identified as requiring support through this approach can usually be accommodated by strategies and interventions within the classroom. If pupils are identified as needing more individual or intensive support, for example 1:1 lessons, where there is no EHCP, parents fund this specialist provision. This support may take place at the school, or externally.

- It is integral to the school's ethos that all pupils identified as requiring special educational needs are respected, encouraged and viewed in a positive way. Pupils are encouraged to take responsibility for their learning and to develop strategies to help themselves; these are developed and supported through dialogue with the teachers and/or through the 1:1 lessons.

- At HCH we aim to meet the needs of every pupil who is identified as requiring SEN. Pupils are actively monitored, both formal and informal assessments are carried out and a cohesive approach between staff, parents and pupils works to meet the pupil's needs.

Special Education Needs and Disabilities Support Procedure

- Before a pupil joins the school, as much information as possible is obtained through the Admissions process. Information is ascertained from the previous schools and professionals involved with the pupil's education and the parents. Parents are required to submit any educational psychologist or other specialist reports along with any other background information at the point of application.
- An initial interview will be conducted and the pupil will usually make a second visit to the school when all the information has been gathered and discussed. Pupils who enter Year 3 and above undergo an assessment, along with a period of time spent in the classroom and time with other senior staff.
- Information from previous settings, outside agencies, parents and the initial assessment, may indicate that additional provision will be required for the pupil in order to meet his/her needs. This may be through resources and strategies in class. Some pupils may need additional support beyond this and may require 1:1 lessons which the family must fund.
- We welcome pupils with an EHCP who have passed the entrance assessment, and we are in a position to fully meet their educational needs. Pupils with a physical disability will be supported as far as possible in line with their stated requirements in their EHC Plan. Currently wheelchair access is not available at the school. On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an EHCP. The Learning Support Department would do this in consultation with the pupil and parents, before making a request to the Local Authority before making a request for an EHCP.
- All provision given to pupils with SEND is directed towards helping them gain the greatest possible access to the curriculum. Every effort is made to integrate pupils with SEND into all of the school activities. This is supported by the use of differentiation and reasonable adjustment to the curriculum and is regularly reviewed.

The following steps are followed when a pupil is thought to have SEND:

- The class, Form or Subject teacher are required to complete a 'Concerns Form.' The relevant Head of Learning Support will arrange to observe and collate information, when a pupil is experiencing learning, behaviour, physical, or speech and language difficulties.
- The Head of Learning Support will communicate about the pupil with relevant members of staff and will look at their progress and attainment. A picture of evidence is put together, regarding the strengths and weaknesses of the pupil.
- If support is considered necessary, a meeting with the parents is arranged to discuss concerns raised and possible further assessment or screening are recommended. (The Head of Learning Support may recommend consultations with other stakeholders to receive more specialised expertise and recommendations.)
- The Head of Learning Support meets with relevant staff to discuss the level of learning support appropriate, and following consultation with the parents, the individual SEND provision is put in place. A Pupil Profile/Individual Education Plan is circulated to the relevant teaching staff and stored on the School Management System.
- Class, and subject teachers, along with classroom assistants are made aware of the ways they can support the pupil. Pupils may also receive one-to-one or small group support from the Learning Support Department.

- The school keeps a SEND register on the School Management System. This provides details of all SEND pupils who have SEN support, are being monitored, and/or have access arrangements in place.
- The Head of Learning Support regularly reviews the progress of all SEND pupils by meeting with Senior School pupils on a termly basis. The Deputy Head SENDCO will meet with class teachers from N- Y6, and observe pupils where required.
- Twice a year (more frequently if necessary) the Head of Learning Support will review and revise the Pupil Profiles or the Individual Education Plans. Teachers (and, where appropriate, pupils) contribute to this process.

Strategies for Teaching, Learning and Assessment

- The school is able to provide for pupils with a range of Special Educational Needs through classroom adaptation. The Heads of Learning Support also work with individuals or small groups and have access to specialist resources. The Heads of Learning Support will work with individual teachers to assist with planning and differentiation. Teachers complete an annual SEN audit and the Heads of Learning Support meet form tutors/teachers every two to three weeks to discuss pupils and review strategies and support.
- The assessment process involves gathering information about what the pupil knows, understands and can do from class assessments, screening, discussions with staff and observations, and using that information to inform teaching.
- Assessment should:
  Inform and support planning.
  Help to plan for differentiation.
  Build profiles for reporting to parents, teachers, governors and outside agencies.
  Help identify pupils' strengths and weaknesses.
  Improve and evaluate teaching and learning and therefore raise standards.
  Provide evidence of achievements.
  Plan for progression and development.
- Pupils will be undergoing informal assessments on a daily basis through:
  Structured and informal observations.
  Discussions, questioning and listening, which take place during normal classroom activities.
- Records of progress are kept by the school for each pupil. These are used to inform targets on the Pupil Learning Profile (PLP). The school communicates to parents through phone, email, parental meetings, parent evenings and reports. Parents of pupils with SEND may require additional meetings.
- Where assessment indicates an SEND concern, this should be directed to the Form Tutor/Teacher who will contact the relevant Head of Learning Support.

Screening

- The progress of Nursery to Reception is monitored against the EYFS. These results are reviewed by the Deputy SENDCo (N-Y6).
- Supporting Early Years children with SEND at HCH requires a child-centered approach, grounded in the principles of the Early Years Foundation Stage (EYFS). In these crucial early years, SEND may only become apparent, and it is vital to observe and respond to each child's individual needs, providing a nurturing and inclusive environment. Children's teachers will be

assessing on an ongoing basis to check that they meet developmental milestones using the Development Matters Guidance. Through close collaboration with parents/carers and the SEND team, we strive to ensure that children and their families feel supported throughout the identification process and beyond, offering clear guidance and empathy. Ongoing support will be provided to help parents navigate what may be a challenging time, ensuring that the child's specific needs are met while fostering their development. Our approach focuses on creating an environment where children can thrive, and through tailored support and a strong partnership with families, we aim to ensure the best possible outcomes for children with SEND.

- We offer Quest standardised assessments in Maths, English, Science, and Cognitive Potential for pupils from Year 1 to Year 8. As well as the New Group Reading Test (NGRT) and the New Group Spelling Test (NGST) for years 2 up to year 6. The results are reviewed by the Vice Principal Academic, and SENDCo (Y6-Y13).
- Pupils who require inquiry for Literacy and Numeracy difficulties are offered a GL Assessment, Dyslexia and Dyscalculia screening.
- Pupils in all other years are monitored against internal standards.

Access Arrangements

In line with the Equality Act 2010, HCH adopts the principal way in which access arrangements are made as reasonable adjustments, to comply with the guidance made by the Joint Council of Qualifications (JCQ). At HCH we do our best to ensure all pupils who require access arrangements receive them. This is based on diagnostic testing, a history of need and the pupil's usual way of working. The Head of Learning Support at the Senior School works closely with all teaching staff in completing the application to the awarding bodies.

Assessments carried out prior to a pupil's entry to the Senior School are valid, (but may need to be reviewed for further assessment in year 6 and 7), for continuing exam access arrangements in the school's internal test and exams, until the end of year 9.

If an external assessment includes any form of access arrangements examination, this must be carried out by a professional that has a working relationship with the school (as per JCQ guidance).

All cost of external assessment will be covered by parents and guardians.

The Role of the Governing Body

- The Governing Body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure. The current Governor with particular responsibility for SEND provision is Tristram Jones-Parry.

Resources

- The Heads of Learning support have access to a range of specialist materials and review the purchase of equipment as needed. Some pupils use their own specialist equipment in school, either funded by parents, or through their Education and Health Care Plan.

Training Provision

- The Heads of Learning Support have qualifications specific to the role, including training to support pupils with specific learning difficulties, such as dyslexia. Hampton Court House provides 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEND in light of the SEND Policy.

- Past 'In-Service' training has included the following key areas:
  The identification and management of pupils with SpLD (dyslexia)
  The Whole School Approach to improving Access, Participation and Achievement
  Differentiation and reasonable adjustment in the classroom
  Hearing impairment
  Cognitive load theory

- The training is on-going and will aim to be reflective of any changing needs.

Transition

- The School recognises the importance of liaison with other schools and universities to ensure smooth transition for all pupils. Meetings are held in school to share information about pupils transitioning within the school from one year group to the next. Teachers have access to pupil information through the School Management System.

Pastoral Care & Mental Health

- The Learning Support Department is committed to contributing to the overall wellbeing of the pupils and liaises with the Pastoral Care team, where there is an area of concern. A wide range and degree of mental health considerations might require special provision. These might manifest into problems of mood (anxiety or depression), problems of conduct, self-harming, substance abuse, eating disorders, or physical symptoms that are medically unexplained. Some pupils may have other recognised disorders, such as attention deficit hyperactive disorder (ADHD), attachment disorder, autistic spectrum disorder (ASD), an anxiety disorder, a disruptive disorder, schizophrenia, or bipolar disorder.

- We identify clear processes to consider how we will support these pupils, and manage the effect of any disruptive behaviour to ensure that it does not adversely affect other pupils. We offer pastoral support to help our pupils with social, mental, and emotional difficulties.

English as an Additional Language (EAL)

- Fundamentally, EAL is a different issue from SEND. The School recognises that a pupil may need EAL support, but may also have SEND. The Heads of Learning Support liaise regularly with EAL staff to share information about pupils that they may be concerned about.

Complaints

- Complaints from parents/carers should be addressed in the first instance to the Head of Learning Support. The Head of Learning Support or the Deputy Head Pastoral will investigate the complaint and take appropriate action. If the complaint is not resolved, the matter will be referred to the Principle and the Complaints Procedure will be followed.

Parent Partnership

- Parent views are listened to and respected. The School aims to work with parents throughout any screening process, formal assessment, measurements of progress, and reviews. Appropriate support and guidance will be offered if it is necessary to refer the pupil to any external specialists or agencies and on additional local services, funding and Education and Health Care Plans.

Outside Agencies

- The school has well-established links with a variety of Educational Psychologists and private therapists. HCH works with relevant Local Authority (LA) teams and outside agencies.

- The LA produces a directory of local organisations who work on behalf of pupils and families through the Local Offer, which work on behalf of pupils with SEND, and this information is also available on request from the Heads of Learning Support or through the local authority link at www.afcinfo.org.uk/local_offer.

References

Reference has been made in this policy to the following documentation:

- Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Children and Families Act 2014
- Disability and the Equality Act 2010
- Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments 2025-2026*

Addendum to SEND Policy

Provision for Pupils with Education, Health and Care Plans (EHCPs)

Hampton Court House School (HCH)

Purpose:
This addendum sets out the approach of Hampton Court House School in relation to the admission and support of pupils with Education, Health and Care Plans (EHCPs). While independent schools are not legally obliged to accept pupils with EHCPs, HCH is committed to promoting inclusive education where possible and appropriate, in line with its ethos, values and available resources.

Consideration of Applicants with EHCPs

In line with our Admissions Policy, parents or guardians of children with an EHCP are encouraged to discuss their child's needs with the school at the earliest opportunity, together with giving access to current reports, together with the child's current EHCP plan. This allows the school to consider whether it is able to meet the child's needs, and whether appropriate provision and reasonable adjustments can be made within the school's existing resources.

The school retains discretion over admissions decisions and will take into account:

- Whether the school can reasonably meet the child's educational, social, and health needs as outlined in the EHCP

- Whether admitting the child would be compatible with the provision of efficient education for other pupils

- Whether the required support or adjustments are practicable within the school's resources and facilities

Admission of a pupil with an EHCP is at the discretion of the Principal, following a thorough review of the EHCP by the Head of Admissions,SENDCo and consultation with parents/carers and, where applicable, the local authority.

Provision and Support

If a child with an EHCP is admitted, HCH will work collaboratively with the family and relevant professionals to provide the support outlined in the child's EHCP:

- Differentiated classroom teaching
- Reasonable adjustments to support access to the curriculum and school environment
- Access to therapists or external specialists
- Implementation of Section F and agreed outcomes and strategies from Section D and E in the EHCP

Access and payment for specialist services, such as O.T. or SALT provision, or a dedicated one-to-one support teacher will incur additional fees, which must come from the EHCP budget, or from a parent's personal budget.

Communication and Review

The school will maintain regular contact with parents and, where appropriate, the local authority to monitor the child's progress. The SENDCo will coordinate, support and oversee implementation of the EHCP provisions. The school will contribute to Annual Reviews of the EHCP and will participate in any multidisciplinary meetings relating to the pupil's education, where feasible.

Limitations and Responsibilities

As an independent school, HCH operates within its own financial and staffing structures. While every effort is made to accommodate a wide range of needs, the school may not be suitable for all pupils with EHCPs, particularly where highly specialist or intensive provision is required.

Where continued attendance is no longer in the best interests of the pupil or school community, this will be discussed openly with the family and appropriate steps taken to support transition to an alternative setting

Right to appeal

Admission to the school is always at the discretion of the Principal. If parents would like to appeal the decision, they can do so by contacting the Governors. Their contact details can be found on the school website at Hampton Court House Independent School | Governance - Hampton Court House Independent School.

Appendix 1: The Equality Act 2010 and conduct of examinations:

Training invigilators

- We ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- As part of the training process we make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- We ensure that invigilators are aware of alternative means of communication, especially in the exam room, when conveying information to disabled candidates.

Information for candidates

- We ensure that information supplied to candidates with a disability, such as JCQ Information for Candidates, are suitably sized and adapted.

Seating arrangements

- We make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
- We ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- If we know that a candidate may become unwell during the examination due to the nature of their disability, we try to ensure that we seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- We ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

Candidates requiring access arrangements

- Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, we ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. We recognise that this is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
- Where a candidate has been granted supervised rest breaks, we try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long-term health conditions.
- Where a candidate has been granted the use of a prompter, we recognise that it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
- For on-screen tests, we ensure that hardware and software have been adapted for those candidates with a sensory or multisensory impairment.

Emergency evacuation procedures

- Invigilators and all other centre staff involved in conducting examinations are aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- When evacuation and emergency procedures are being explained to candidates, attention is given to those candidates with a disability, for whom such procedures may be different.

Appendix 2: Access arrangements and reasonable adjustments

As an exam centre:

- We will ensure that we will recruit with integrity with regard to both general and vocational qualifications;
- We will ensure that learners will have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs.
- We will assess each potential learner and make justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s).
- Our assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments.
- We will ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed/approved by the head of centre;
- We have a written process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly;
- We assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved;
- We will submit any applications for access arrangements or reasonable adjustments by the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. We are aware that for GCSE and GCE qualifications, a JCQ Centre Inspector will sample a centre's applications.
- We will ensure that for GCSE and GCE qualifications, a file is presented by the SENCo which will contain for each application the downloaded approval for the respective arrangement(s), supporting evidence of need (where required) and a signed data protection notice. This information will be available for inspection at the venue where the candidate is taking the examination;
- We will submit requests for modified papers by the published deadline;
- We recognise our duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010 and fully supporting disabled candidates is available for inspection purposes.
- These arrangements are carried out in accordance with the JCQ publication Access Arrangements and Reasonable Adjustments, 1 September 2024 to 31 August 2025

Appendix 3: Use of Laptops in Examinations

School Internal Examinations

Pupils will only be permitted to use laptops in School Examinations:

If they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use. The term 'professionally assessed' refers to an assessment made by a fully qualified Educational Psychologist, an appropriately qualified psychologist or a specialist teacher holding a current SpLD Assessment Practising Certificate.

For pupils who use a laptop in lessons as their "normal way of working" (see below for definition)

School Entrance Examinations

Pupils will only be permitted to use laptops in School Entrance Examinations if they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use.

Evidence of history of provision at the pupil's current school is required together with evidence of a history of need: an Educational Psychologist's report or equivalent medical assessment that is not more than two years old at the date of the entrance examination.

The Use of Laptops in External Examinations for Pupils with a Special Educational Need or Disability

Process

The Head of Learning Support will evaluate and liaise with subject teachers. Use of a word processor in examinations should be an extension of the pupil's normal method of working

It is the pupil's responsibility to ensure that they are familiar with any laptop provided to him by the School for examination purposes

Permission

Permission to use a laptop word processor in lessons will be granted to a pupil with a diagnosed Learning Difficulty or condition, whose assessment shows that this would lessen or remove the effects of a substantial disadvantage. As well as a pupil who is using a word processor as their normal way of working in lessons, homework, tests and internal exams.

Exceptions may apply in the case of a personal injury, such as a broken arm.

Permission to use a word processor in examinations will be granted within the framework and guidelines issued by the Joint Council for Qualifications.

The Use of Laptops in External Examinations for Pupils without a Specific Learning Difficulty

"Normal Way of Working"

JCQ regulations allow for pupils who do not have a Specific Learning Difficulty to use laptops in public examinations "where it is their normal way of working within the centre".

"Centres can provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text disabled, to a candidate where it is their normal way of working within the centre. **There is not a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection*

purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury.)

5.8, page 71-73 of JCQ's publication *Instructions for conducting examinations*, 1 September 2024 to 31 August 2025 ."

School Examination Provision

The School will provide pupils with

a. 'Clean' laptops i.e. that they have no memory or internet access – and that the spell-checker is disabled. It is an examination board requirement that the laptops that are used for examinations are 'clean'. Candidates are not permitted to use their own laptops in examinations.
b. Mains power.
c. Memory Sticks (as required by examination board regulations).
d. Printing facilities (as required by examination board regulations).

Liability Issues

Pupils and parents should understand that using a laptop in an examination is not without risk. The School shall use reasonable endeavours to ensure the laptop is suitable for use by the pupil in an examination, is in good working order prior to any examination and is capable of operating by its own power source if necessary.

The School accepts no responsibility for any malfunction or failure of a laptop to operate properly during an examination.

Cost

The School will bear the costs of providing 'clean laptops' for pupils with a professionally assessed special educational need or disability.