Learning Support and
Special Educational Needs & Disability (SEND) Policy

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CONTENTS

1	Overview	2
	1 Introduction	2
2	Definitions	3
	1 Special Educational Needs (SEN)	3
	2 Disability	3
	3 Admissions arrangements	3
3	Roles and responsibilities	4
4	Provision and support for pupils with SEND	5
	a. **Waves of intervention**	5
	b. **GREY STAR** | Wave 1 (monitored)	5
	c. **YELLOW STAR** | Wave 2 (monitored)	6
	d. **RED STAR** | Wave 3 (pupils with an EHCP)	6
5	Teacher training and in-class support	8
6	Education, Health, and Care plans (EHCPs)	9
7	Additional support outside lessons	10
8	Identification of SEND: a graduated response	11
9	Special examination arrangements (see also Laptop Policy)	13
10	Mental health	15
11	Learning Support for Kew House School leavers	16
12	Confidentiality	17
13	Professional development	18
14	Related documents	19

1 OVERVIEW

All children have equal opportunity to join Kew House School if they satisfy the school's selection procedures, which will assess whether they can be successful in the supportive environment of the school. The school will seek to support a pupil's learning needs and is committed to enabling pupils to maximise their academic potential and develop their individual talents.

The Learning Support department plays a critical role in the pastoral and academic work of the school. Two qualified, experienced SENDCos work closely with *Heads of Departments*, *Heads of Year*, and *Personal Tutors*, alongside supporting provision in the classroom.

1.1 Introduction

Kew House School has regard for the **Children and Families Act 2024** and the **SEND Code of Practice 2015**

Kew House School's *Learning Support and SEND Policy* is designed to support pupils with learning difficulties, whatever their nature, and help them to access the whole curriculum to ensure equality of opportunity (in accordance with the **Equality Act 2010**) in order that they can achieve their best possible outcome.

The school has adhered to the definition in the introduction to the **SEND Code of Practice 2015**, with regard to provision, which states that a child of compulsory school age or a young person has a learning difficulty or disability if they:

- **EITHER** – have a significantly greater difficulty in learning than the majority of others of the same age
- **OR** – have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (e.g. autism)

The school is fully committed to all pupils being fully integrated into the life of the school and the school recognises that some pupils can have significant welfare needs. Where pupils are found to have a learning difficulty or disability, and this is substantiated by the school or by an approved external specialist, the school will endeavour to make responsible adjustments to accommodate their needs in the mainstream curriculum.

2 DEFINITIONS

2.1 Special Educational Needs (SEN)

A child is defined as having special educational needs (SEN) if they have a 'learning difference' which calls for special educational provision to be made for them, such as dyslexia or a neurodevelopmental condition, e.g. ADHD.

2.2 Disability

Many children and young people who have SEN may have a disability under the **Equality Act 2010**, that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Where a child or young person requires special educational provision, they will also be covered by the SEND definition above.

2.3 Admissions arrangements

Pupils with SEND have equal opportunity to join Kew House School if they satisfy the school's selection procedures. If exam concessions are requested for the entrance exam, evidence should be submitted to the *Registrar*, together with the application form. The documentation will be considered by the SENCo, who will then make the necessary recommendations. For the ISEB Common Pre-test, the 'untimed' version of the test will be used for pupils with SEND.

In cases of dispute, a final decision rests with the *Head*. Kew House School's criteria for specific exam Access Arrangements are in line with the Joint Council for Qualifications (JCQ) guidelines, which are subject to regular annual review.

Where a pupil has an existing Education, Health, and Care Plan (EHCP) in place and applies to join Kew House School, the SENCo will visit the pupil in their current primary setting to ensure that we are able to meet the social, emotional, and educational outcomes for that pupil as laid out in their EHCP. Clarity around EHCP funding will be fully disclosed at the time of application.

For further details, please refer to our *Admissions Policy*.

3 ROLES AND RESPONSIBILITIES

Raising the attainment of all pupils, including those with SEN, is a whole-school responsibility. All teachers are expected to teach inclusive lessons, in line with the Wave 1 intervention strategy.

Avoidance of labelling and non-segregation is fundamental to good practice. Each pupil is offered their curriculum entitlement, broadly including the national curriculum. Each pupil is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace.

Members of the Learning Support department regularly attend meetings with external professionals in similar schools and feed back to the department on helpful initiatives and issues arising from these meetings.

All SEND and learning support provision is monitored by the *Board of Directors*.

Mrs Maria Gardener is the *Director* with responsibility for SEND provision.

Ms Claire de St Croix and **Mr Donal Quinn** are the *Special Educational Needs Co-ordinators* (SENCos), with responsibility for the day-to-day co-ordination and provision of learning support for pupils with SEND.

4 PROVISION AND SUPPORT FOR PUPILS WITH SEND

The Learning Support department offers support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning. The aim is to enable them to achieve their full academic potential and to make a successful transition into adulthood, whether into employment, further or higher education, or training, as resilient, confident individuals living fulfilling lives.

Pupils who have been identified as having a special educational need and for whom the school already has supporting evidence from external professionals will be added to the school's *SEND Register*. Each pupil's profile (based on their strengths and needs) can be accessed by all staff via our pupil database, *iSAMS*.

4.1 Waves of intervention

iSAMS differentiates the waves of intervention according to the pupil's strengths and as follows:

Wave	Colour of star
1	GREY
2	YELLOW
3	RED

All pupils with a star on their profile are included on the *SEND Register*.

4.2 GREY STAR | Wave 1 (monitored)

A **GREY STAR** indicates that a pupil may be displaying characteristics or have a confirmed diagnosis of a specific mild learning difficulty (such as dyslexia, dyspraxia, or dyscalculia) or other neurodiverse condition (such as ASC, ADHD, or ADD) that is evidenced by an educational psychologist's report or specialist assessor report, a clinical psychiatrist's report, records from their primary or preparatory school(s), and/or identification by the Learning Support department.

This level of need can be wholly catered for within lessons through quality first teaching, class size and/or setting, differentiated resources and questions, personalised feedback, and differentiated learning materials (e.g. reading overlays or a laptop). This includes teaching pupils who have sensory difficulties, such as those who use appropriate microphones for individuals who have hearing difficulties or appropriate-sized fonts for those who have sight difficulties.

Pupils may not be aware that they are receiving a differentiated piece of work, as in-class intervention should be seamless, subtle, and benefit all pupils in the class. These pupils may need access arrangements, such as extra time or use of a laptop to give the equal access to the curriculum and examinations, but, apart from this, they are able to thrive in lessons.

4.3 YELLOW STAR | Wave 2 (monitored)

A **YELLOW STAR** refers to pupils who the SENDCos deem will need some support in addition to any in-class provision. Additional support such as study skills and/or literacy support may be beneficial to complement classroom teaching. Pupils on Wave 2 will have a pupil passport, available to teachers on ClassCharts and will have a greater level of interaction with the LS department than those on wave 1. The SENDCos will determine the Wave 2 pupil list based on teacher feedback, observation and their professional judgement. This is important as professionals from other organizations will not have a working knowledge of a pupil's needs and how their difficulties impact in the classroom.
Any additional support which is outside the mainstream classroom offer takes place before and after school, during lunchtimes, and – for some pupils – for a portion of their literacy lessons or their six-weel language carousel.
Pupils will be invited to an intervention cycle by the Learning Support department, alongside consultation with *Heads of Departments* or *Heads of Year*. Any additional support which is outside the mainstream classroom offer takes place before and after school, during lunchtimes, and – for some pupils – for a portion of their literacy lessons or their six-weel language carousel.
Each evidence-based intervention is designed to work in six-week (or half-term) blocks, rather than form a permanent support mechanism. Progress will be measured qualitatively or quantitively to track the impact of the intervention. Some pupils may require more than one cycle of intervention.
A very small percentage of pupils may have additional time within the timetable to receive learning support outside of lessons/taken out of lessons. These learning support sessions are dictated by the pupils' needs and timetable and provided by specialist SEND teachers. This support is ongoing through the academic year. In exceptional cases at the end of Year 10, the school may, in consultation with parents, recommend a modification of the curriculum or a restricted timetable. This will be data-driven, needs based and only applies to a small percentage of pupils.
In Wave 2 interventions pupils learn skills and practise strategies that can be applied across the curriculum. Each evidence-based intervention is designed to work in six- week (or half-term) blocks,

rather than form a permanent support mechanism. Progress will be measured qualitatively or quantitively to track the impact of the intervention. Some pupils may require more than one cycle of intervention.
Teachers are advised of strategies they may employ in class to support the pupil and differentiate work for them.

4.4 BLUE STAR | Wave 4 (pupils with an EHCP)

A **BLUE STAR** indicates those pupils with an Education, Health, and Care plan (EHCP).

As of September 2024, there are currently there are six pupils at Kew House School with EHCPs, four of which have an assigned *Learning Support Assistant* to meet their needs.

When a pupil has an EHCP, the school will provide an education which matches the plan and meets their outcomes. If Kew House School is named on a child's plan, the local authority is responsible for meeting the full cost of the provision. As an independent setting, Kew House School does not always receive the notional SEND budget of £6,000 for each child with an EHCP. The payment of this sum is dependent on each local authority. Therefore, any shortfall may need to be met by parents. If Kew House School is not named on the plan, the local authority may contribute towards the costs to assist parents, but they are not obliged to do so.

5 TEACHER TRAINING AND IN-CLASS SUPPORT

As the Learning Support department consistently emphasises to staff at Kew House School, all teachers at the school are teachers of pupils with special educational needs and, as such, all are expected to take a collective responsibility for the progress and development of the pupils in their classes to ensure that the specific special educational needs of pupils are met within their lessons.

Given the importance of the dissemination of information to all teachers, the Learning Support department provides:

- Regular training and advice to staff at weekly all-staff morning briefings, fortnightly HoDs meetings, pastoral meetings and termly INSET days
- Support by collaborating with different departments, as appropriate, about all issues surrounding SEND

All pupils with a SEND are listed on the schools SEN Register which is available to staff through ISAMS. All teachers access these to enable them to plan and differentiate effectively for the pupil. Each teacher is expected to be familiar with the needs of the pupils in their classes. The Learning Support department also offers differentiation advice on strategies for working with pupils with neurodiverse conditions to every member of the academic team throughout the academic year. The SENDCos may decide that, where appropriate, pupils will have a 'passport' which includes teaching/ learning strategies on how best to support the child. This 'passport' is shared with teaching staff.

The Learning Support department also liaises with the *Senior Leadership Team* (specifically in consultation with the *Head*, *Assistant Head of KS3*, *Assistant Head of KS4*, *Head of Sixth Form*, and *Deputy Head Academic*) about providing teaching staff with appropriate training.

The Learning Support department regularly observes SEND pupils within lessons to monitor how they are progressing, and the extent to which the teacher is accommodating their individual needs and tracking their progress. Feedback is given to the teacher observed to enable them to modify and refine their practice as appropriate. All new staff to Kew House School are given an initial training programme to enhance their teaching skills for pupils with learning support needs.
The school's system of teacher observations also highlights the needs of pupils with learning difficulties as part of the rationale for lesson monitoring and teacher feedback. For more details, please refer to the *Monitoring and Evaluating Teaching & Learning Policy*.

6 EDUCATION, HEALTH, AND CARE PLANS (EHCPs)

Kew House School welcomes applications from pupils with Education, Health, and Care plans (EHCPs) who meet our academic entry criteria. The school will make provision for pupils with EHCPs according to the requirements of the EHCP and within the terms of reasonable adjustments. We work closely with specialist teachers, parents, *Learning Support Assistants*, and *Local Education Authorities* to meet the needs of pupils with EHCPs who have been admitted to the school.

EHCPs for all pupils must be reviewed annually by the local authority. The school checks that the review has taken place and co-operates with the local authority in the review process.

7 ADDITIONAL SUPPORT OUTSIDE LESSONS

The majority of pupils with SEND are supported in the mainstream classroom through quality first teaching, however, where appropriate or when required, additional learning support lessons with specialists (Wave 2 intervention) are put in place for pupils. These cases are exceptional.

Additional Support may include:

- Small groups **or** one-to-one
- Defined intervention periods of around six weeks
- During a carousel language class or an alternative academic lesson on a rotational basis

8 IDENTIFICATION OF SEND: A GRADUATED RESPONSE

The *Registrar* liaises with feeder schools where pupils have previously been identified as having SEND. These pupils will be screened at entry and their diagnosed learning needs will be added to the *SEND Register*.

Early identification of a pupil's special educational needs is essential if progress is to be maintained or enhanced. Every effort is made to identify learning difficulties; however, it is understood that there cannot be an absolute standard available to judge the progress of pupils with special educational needs.

The Learning Support department understand the learning differences and progress of pupils by:

- Lessons are differentiated at source and are taught through the Quality First Teaching
- Communicating with parents on a regular basis
- Ensuring that procedures are in place whereby teachers are aware of such pupils and that appropriate resources are available and used to support them
- Ensuring that full use is made of supporting agencies outside the school to support them
- Observing regularly
- Meeting with *Heads of Department* in *Curriculum Leaders* meetings twice a month
- Meeting with the *Deputy Head Academic* to analyse half-termly module progress data to ensure that pupils are reaching targets, implementing intervention and/or further action where appropriate
- Meeting as a department on a weekly basis

Kew House School makes the following assessments at specific points:

Test	Year	Details
MIDYIS	7	Provides a baseline measure
Lucid Exact	9	Cognitive screener test to establish need for special examination arrangements
YELLIS	10	Produces a 'Chances Graph' and indicative grades
ALIS	12	Provides a baseline measure and indicative grades

The results provide the Learning Support department with quantitative data to identify underperforming pupils, underlying difficulties, or a requirement for further assessment of specific exam Access Arrangements.

Concurrently, the school adopts a graduated approached to meeting special educational needs. The **SEND Code of Practice 2015** suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all possible interventions and good-quality, personalised teaching.

At Kew House School, pupils who have been identified as underperforming may be asked to attend academic clinics, take part in a tailored intervention, e.g. Homework Club, or see the individual teacher in order to help them improve. Should these measures not help and/or a pupil continue to make poor progress, the *Head of Year* and *Personal Tutor* will be informed. The parents will be contacted to inform them, and a decision is then made with all parties as to whether to screen the pupil further or to seek an external expert's advice. Similarly, concerns expressed by parents, or by the academic team when reviewing pupil progress, will be acknowledged and investigated appropriately by the *Head of Year*, *Personal Tutor*, and SENCo.

The SENCo will then decide whether an assessment is required. The SENCo will always contact parents to explain to them why a set of assessments from the Learning Support department may be useful and necessary. In some circumstances, the SENCo may have already conducted classroom observation anonymously as a preliminary to assessment. This initial fact-finding might also include talking to the pupil about the challenges to learning they may be experiencing. Results from any assessment will be shared with parents, the *Head of Year*, and the *Personal Tutor*. If appropriate, the SENCo will advise parents to get a full educational psychologist's report or clinical psychologist's report. Where capacity allows, a full diagnostic assessment for dyslexia or a Specialist Accessor report may be done in school and the agreed charge made. We only recommend an assessment by an Educational Psychologist in complex cases.

In cases of social communication difficulty (such as ASC, ADD, ADHD, or any other social, emotional, and mental health difficulty), it is also a standard requirement that we recommend that parents take their child to their GP and request a referral to the Child and Adolescent Mental Health Service (CAMHS). Although it can be a longer process, this provides the most thorough route of assessment and diagnosis. We will only advocate obtaining a privately commissioned ADHD or ASD report in very specific circumstances, when late diagnosis may have a crucial effect on the final months of study before public exams. Reports undertaken without the involvement and guidance of the Learning Support department will not be considered to offer legitimate diagnosis.

9 SPECIAL EXAMINATION ARRANGEMENTS

Access Arrangements for public examinations include:

- Extra time
- Use of a word processor (for further details, please refer to our *Laptop Policy*)
- Rest breaks
- Use of a prompter
- Use of a reader
- Use of a scribe/ scribe alternative

In order to qualify for Access Arrangements, there must be clear justification based upon:

- A longstanding history of need
- A history of provision
- Current testing (year 9 or above) which supports the original diagnostic report and/or needs

The decision to initiate the process for assessing a pupil for examination arrangements lies with the school, and only recommendations from an assessor approved by the school will be accepted. The school cannot accept any reports or assessments unless they are part of a process initiated and approved by the Learning Support department. **This is a requirement of the examination boards and the Joint Council for Qualifications (JCQ) – it is not something over which the school has discretion.**

Applications for special arrangements will therefore require supporting evidence and/or information. A learning difficulty itself does not justify a special arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the pupil's performance while being assessed. Where evidence suggests that a special arrangement would be unjustified, the school reserves the right not to submit a request.

For external examinations, the centre's JCQ-documented specialist teacher for Access Arrangements administers the relevant test and fills in the relevant documentation for the exam board.

Exam boards have strict criteria to adhere to when requesting special arrangements. Evidence and recommendations must be provided by specific professionals holding qualifications to do so, for example:

- Educational psychologists
- Clinical psychologists
- Occupational therapists
- Specialist teachers holding qualifications recognised by JCQ for confirmation of learning difficulties

The SENCo, designated specialist teacher, and *Exams Officer* are responsible for registering Access Arrangements online (via *Access Arrangements Online*). A digital record of pupils registered for Access Arrangements is kept securely on *iSAMS* and *Provision Map, following best practice and ensuring compliance with GDPR.* Relevant documentation and evidence is passed on to the school's Exams Officer to be held for inspection by JCQ.

The school's *Exams Officer*, in liaison with the specialist teacher, will co-ordinate the provision of these Access Arrangements in exams.

The school strictly adheres to JCQ regulations. Failure to comply with the regulations set out by JCQ has the potential to constitute malpractice. Applications for Access Arrangements should take place no earlier than 26 months prior to summative exams – that is, in Years 9 for GCSEs, and early in Year 12 for A Levels. These pupils will have had these arrangements as their normal way of working in earlier internal examinations and lessons. All pupils are screened in school in Years 9 or 10 to provide rigorous evidence of any necessary further assessment for specific exam Access Arrangements. Further assessment is carried out in school by qualified, specialist assessors within the Learning Support department, or by the schools approved accessor.

10 MENTAL HEALTH

Where, in the opinion of the *Deputy Head Pastoral* and the *School Counsellor*, a pupil's mental health problems will impinge significantly on their learning, the SENCo will be informed and will make appropriate adjustments to the pupil's SEND provision.

For more information, please refer to our *Child Protection and Safeguarding Policy*.

11 LEARNING SUPPORT FOR KEW HOUSE SCHOOL LEAVERS

The school provides advice to pupils applying to higher education or beginning employment regarding the need to declare their SEND needs in order to access appropriate support.

Information regarding the exam concessions and learning support which have been provided in school will be shared on request, with the permission of the pupil.

12 CONFIDENTIALITY

As part of the Learning Support department's work supporting pupils, information may be recorded through observing a pupil in lessons or discussions with the Learning Support department, *Personal Tutors*, or other members of academic staff. When the Learning Support department first start supporting a pupil, they will make it clear to the pupil that notes may be retained and shared with their knowledge.

In line with data protection legislation, a child may request to view the information held about them. Where a child does not have sufficient maturity to understand a request for the personal information, an adult with parental responsibility will be able to make a request for information on behalf of the child. The school will treat each request on a case-by-case basis to ensure that any such request is in the best interests of the child. It is unlikely that the school will share information with a parent without the child's knowledge.

Where parents engage an external professional, any requests for information about a pupil should be sent directly to the school from the external professional and any information will be returned directly to the external professional. If the school is unfamiliar with the external professional, they may ask the parent to confirm the contact details provided to ensure that information is shared securely and safely. The school will seek assurances from the external professional or put in place data sharing agreements before they share information.

13 PROFESSIONAL DEVELOPMENT

The Gardener Schools Group encourage the sharing of knowledge, expertise, and good practice. The Learning Support department holds active membership of the National Association of Special Educational Needs and continually keeps up to date through continuing professional development (CPD) relating to recent educational developments. All staff are given frequent opportunities to develop their knowledge of SEND.

14 RELATED DOCUMENTS

- *Accessibility Policy*
- *Admissions Policy*
- *Child Protection and Safeguarding Policy*
- *Curriculum Policy*
- *English as an Additional Language (EAL) Policy*
- *First Aid Policy*
- *Gifted, Talented, and More Able Protocol*
- *Laptop Policy*
- *Medical Conditions Policy*
- *Mental Health and Wellbeing Policy*
- *Monitoring and Supporting Departments Policy*
- *Monitoring and Supporting Teaching & Learning Policy*