

Learning Differences and SEND Policy

The Learning Differences and SEND Policy applies to:

- The whole school, along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Directors and volunteers working in the school, pupils on placement, contractors, and agency staff.

Aims:

- The school aims to identify pupils with Special Educational Needs and/or Disabilities (SEND) and those for whom English is an additional language (EAL) at the earliest opportunity and ensure that appropriate provision is in place to support development in all areas.
- All members of staff have a responsibility to ensure that pupils are supported in all aspects of their school life.
- In accordance with the 2015 Special Educational Needs and Disabilities Code of Practice, all teachers are responsible for the progress and development of all pupils in their class, and the teaching staff have a responsibility to differentiate all lessons to cater for individual pupil needs, to ensure excellent outcomes for the pupils.

Availability:

This policy is made available to parents, staff and pupils in the following ways:

- via the school website on www.radnor-sevenoaks.org,
- within the Parents Policies Folder in the Reception area, and
- on request, a copy may be obtained from the School Office.

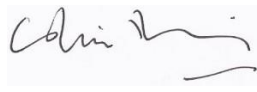
Monitoring and Review:

- This policy will be subject to monitoring and audit by the Head, and when required appropriate changes will be made.
- The Board of Directors undertake a formal annual review of this Policy.

Signed:



Fraser Halliwell
Head
September 2023



Dr Colin Diggory
Chairman of the Board of Directors

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Mission Statement

Radnor House Sevenoaks is committed to offering an inclusive and robust curriculum and aim to maintain awareness of additional needs. This vision allows for all members of the school community to share responsibilities in delivering lessons which are accessible to those students who have SEND. Radnor House Sevenoaks endorse the notion that: 'every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students.'

Aims and Objectives

We aim to provide every student with access to a broad and balanced education, corresponding to the National Curriculum (2014) and Special Educational Needs Code of Practice 0-25 (2015).

This policy outlines how Radnor House Sevenoaks aims to:

- Create an environment which meets the SEND of each child, enabling them to achieve their learning potential, and encouraging them to engage in activities alongside their peers.
- Request, monitor, and respond to parents/carers, and student views in order to develop collaborative and productive relationships.
- Ensure a high level of staff expertise to meet the needs of students through targeted, continuing professional development (CPD).
- Ensure reasonable adjustments are made, enabling students to have full access to all elements of the school curriculum.
- Ensure a cooperative and productive partnership with outside services, adopting a multi-professional approach in meeting the needs of learners with SEND.

Definition of Special Educational Needs

Children are considered to have special educational needs if they have a learning, or social and emotional difficulty, which calls for special educational provision to be made for them. At Radnor House Sevenoaks, students are considered to have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have significantly greater difficulty in maintaining appropriate behaviour than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children, of the same age.

If required, students may be placed on the special educational needs register, receiving SEND Support, with the approval of parents/carers, to help the school better respond to one or more of the four areas of need identified in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health (SEMH) difficulties
- Sensory and Physical Impairment

The Board of Directors will continue to have regard to the Code of Practice when carrying out its duties

towards all students with SEND. As student needs should be seen as fluid, SEND strategies and interventions will be monitored for impact to ascertain whether removal from the SEND register is required. Should students make significant progress in their area(s) of need, Radnor House Sevenoaks will liaise with parents/carers to discuss the possible removal of students from the SEND register.

In accordance with the Equality Act 2010, those who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities are recognized as having a disability. This definition includes sensory impairments and long-term health conditions. Although students with special educational needs (SEN) may not be classified as having a disability, there may be a significant overlap. Consequently, where a disabled student requires special educational provision, they will also be covered by the SEN definition.

It is stipulated in the Code of Practice (2015), that 'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' Additionally, schools and services should not discriminate against a student for a reason 'arising in consequence of a child or young person's disability.'

At Radnor House, students with a disability or SEN, will be identified as part of the school SEND overview, so that provisions to meet their needs can be routinely planned for, and monitored. As students' progress, they may be removed from SEND support. When monitoring progression, the below factors will be considered to determine whether they may have had an impact on student achievement:

- Disabilities.
- Attendance and punctuality (please refer to the school's Attendance Policy).
- Health, welfare, and wellbeing.
- English as an additional language (EAL).
- Being a Looked After Child (LAC).

The monitoring and assessment of progress will be carried out by the SENDCo's in Prep and Senior school in collaboration with teaching staff, teaching assistants (Prep), relevant external services (when they have been involved with the provision process), the Designated Safeguard Lead (DSL - where applicable), and the School Leadership Teams.

Identification and Assessment of Special Educational Needs and Disabilities

Radnor House Sevenoaks is committed to early identification, assessment and intervention of special educational needs, adopting a graduated response to meeting students' requirements in line with the Code of Practice 2015.

On entry, each student's current attainment will be assessed to provide an insight into their abilities. If a student has already been identified as having a special educational need in their previous setting, this information will be transferred to the SENDCo as part of a handover. This allows for the dissemination of relevant details and strategies to teaching and support staff, assisting the development of an appropriate curriculum.

If, despite significant support and intervention, the school has evidence that a student is not making sufficient progress, teachers will notify the SENDCo of their concerns via the internal referral system. At this

stage, the SENDCo, in collaboration with relevant staff members, parents/carers, and students, may seek further advice, consultation, or assessment from external professionals.

Adequate progress can be identified as:

- Closure/reduction of the attainment gap between the student and their peers.
- Increased rate of student progress.
- The student's ability to access a full curriculum.
- Improvements both socially and academically.
- Developmental improvements.
- Increase in resilience and positive behavioural patterns.

English as an Additional Language (EAL):

Radnor House Sevenoaks is a multi-cultural and multi-lingual school, with pupils from all continents represented. Having pupils from a diverse range of backgrounds within our learning community enhances our learning experience and enriches our knowledge and understanding about the world. The EAL policy exists in order to ensure that we are truly celebrating every individual, and ensures that EAL pupils are fulfilled, successful and happy.

EAL provision is made through the SEND department, led by the SENDCo and, where applicable, advice will be sought from the Modern Foreign Languages (MFL) Department. Within the Prep School a short course of Learning Support lessons may be offered to support an EAL pupil's reading, phonic and English skills where needed. Within the Senior School EAL support may be sought through the MFL Department.

Lack of competence in English must not be equated with learning difficulties as understood by the Code of Practice. At the same time, students who have an additional language, and are making less progress by comparison to their peers and age-related expectations, may have learning difficulties.

The identification and assessment of the special educational needs of students whose first language is not English require particular care. A student must not be regarded as having a learning difficulty solely because the language, or form of language used at home, is different from the language in which he or she will be taught. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance. This will assist in establishing whether the problems they have are due to limitations in their command of the language predominantly used in their learning environment, or if it arises from special educational needs.

Graduated Approach to SEND Support

The support provided by Radnor House Sevenoaks consists of a four-part process: 'Assess, Plan, Do and Review' (ADPR) (see Appendix One), in accordance with the Code of Practice, paragraph 5.38. This is an ongoing process which enables provisions to be revised and adapted, as understanding of student needs is gained. This process allows for the measured outcomes of applied strategies to be evaluated for effectiveness in supporting the student. The implementation of the process will be carried out in consultation with parents/carers, and the student, on a termly or half termly basis depending on the priority of need, to ensure a partnership is established, and all perspectives are considered, (Code of Practice,

paragraph 5.37).

Quality First Teaching (QFT):

As stipulated in the Code of Practice, paragraph 6.19, the first response to student needs should be 'high quality teaching', which targets 'areas of weakness'. At Radnor House Sevenoaks all teachers are expected to deliver QFT that is differentiated and personalised.

The learning and attainment of all students is carefully monitored on a regular basis by Teachers, the Deputy Head of Prep (Prep), Heads of Faculty (HoF), Heads of House (HoH), and the Senior School Assistant Head Teacher responsible for data, tracking and assessment and members of the Leadership Team (LT). Students who are significantly below their expected range of progress and attainment will be identified as a concern, and reasons as to what may be causing this will be fully explored, in collaboration with relevant staff members.

Teachers will take steps to provide differentiated learning opportunities which will assist progression and enable them to better understand strategies and teaching styles most suited to the student. If required, the strategies deployed can be undertaken with the advice of the SENDCo, prior to any application of SEND Support. Should there be no significant improvement, a referral will be made to the SENDCo for full investigation.

SEND Support:

Where it is determined that a student does have SEND, parents/carers will be formally advised and the student will be added to the SEND overview, and provision map. The aim of formally assessing strategies and student needs is to help the school ensure that effective provision is put in place, removing barriers to learning and facilitating progress from individual starting points.

When SEND Support is deemed necessary, the APDR process is applied; robust, specialised, and measurable strategies are deployed, in collaboration with parents/carers, and students. Students in receipt of SEND Support may also require access to external specialised services, who offer further insight into their areas of need, and are fully qualified within the relevant field to advise the school of viable interventions.

Referral for an Education, Health and Care Plan (EHCP):

The majority of students with special educational needs or disabilities will have their requirements met by the school's SEND Support interventions. However, some students may benefit from an EHC needs assessment to determine whether it is necessary to make provision in accordance with an EHCP (Code of Practice, paragraph 9.1). The purpose of an EHCP is to make special educational provision to meet the needs of students, securing the best possible outcomes for them across education, health and social care, and prepare them for adulthood (Code of Practice, paragraph 9.2).

The application for an EHCP will combine information from:

- Parents/Carers.
- Social Care.

- Virtual Schools (for LAC students).
- SENDCo.
- Health Professionals.
- External Services (those who have previously or are currently working with the student).

During the process, information will be gathered in relation to the current provision provided, actions that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found:

For Kent:

[Education health and care \(EHC\) plans - Kent County Council](#)

For Bromley:

[About education, health and care \(EHC\) plans - Education health and care \(EHC\) plans \(bromley.gov.uk\)](#)

For Surrey:

[What is an Education, Health and Care \(EHC\) plan? | Surrey Local Offer](#)

Other relevant services:

Kent disability information services - [Disability - Kent County Council](#)

For detailed information regarding EHCPs, please see the Code of Practice, Section 9:

assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Arrangements for Special Educational Provision

Radnor House Sevenoaks believes that ‘every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students.’ To assist staff in perpetuating this notion, and providing QFT and SEND strategies, teaching staff (and support staff) are able to:

- Access the SEND Policy.
- Access Pupil Provision Plans and Assess Plan Do Reviews (APDR).
- Access One Page Profiles (OPP). Pupil Passports (Prep)
- Access QFT teaching strategies, readily available on the Teams SEND area
- Access specific activities and strategies related to the most prevalent areas of need within the school.
- Access other supporting school policies, which offer supporting information in relation to the SEND Policy.
- Access historical data and documentation related to individual students.
- Make referrals, via the internal referral process, to the SENDCo.
- Partake in staff training sessions related to the Code of Practice, and prevalent SEND areas.

Focused SEND Interventions:

Alongside the necessity for QFT, Radnor House Sevenoaks understand that, at times, students require more focused interventions and provision to assist progress and attainment. Depending on the type of need will determine the type of provision required. These can include, but not limited to: Lexia, Homework Support Club, Touch, Type, Read and Spell (TTRS) for example.

Class Based Support:

This may include:

- Individual Pupil Provision Plans and APDR's, produced and uploaded to student ISAMs profiles , providing all teaching staff with effective support strategies.
- In class support across the curriculum, TA's work in class and under the direction of the subject teacher, ensuring resilience and independence is encouraged amongst students. In the Prep School Teaching Assistants are predominantly working with specific classes- Preschool, Reception, Year 1, Year 2 & Year 3. However, in partnership with the class teacher and the SENDCo, Prep TAs will work with small group of older students to deliver specific support for example handwriting.
- Specific and focused guidance for students with special educational needs to enable them to make choices which match their educational and social needs, enabling them to maximise their potential at KS4. This guidance is provided by HoH and the SENDCo.
- Modified timetables for targeted students with SEMH needs in conjunction with Head of Key Stage (Prep), HoH, Head of Student Support, and the SENDCo.
- Individual interventions dependent on a student needs, ranging from: advice about presentation, help with organisation, loaning of special pens/pencils/rulers, exercise books with coloured paper, and specialist support for speaking and listening exams.
- The SENDCo works closely with the allocated SLT, DSL Lead and the Estates Manager who oversee physical Access Arrangements.
- For examination access arrangements, this SEN consideration is carried out in conjunction with a fully qualified member of staff specialising in the assessment of Access Arrangements, and, in some cases, external services, as well as the Examination Officer.

Social, Emotional, and Mental Health (SEMH) Support:

This may include:

- In both Prep and Senior Schools pupils who are experiencing SEMH difficulties will, upon assessment of needs, have access to the SEND and External Agency support where applicable. The SEND department is overseen by the SENDCo and offers a range of interventions to assist in meeting the needs of students who have barriers to learning.
- Reintegration programmes are organised by the SENDCo in collaboration with class teachers, Heads of Key stages (Prep) and HoH
- Counselling is available and delivered by an external service based at the school.
- As part of a whole school approach, PSHEE is overseen and coordinated by an allocated member of staff in the Prep and Senior school who works closely with the SENDCo and DSL to ensure SEMH needs are understood by students. A specific scheme of work is established and delivered to all year groups to raise self-awareness regarding emotional needs and resilience.
- In matters concerning Safeguarding, confidentiality means that any conversation or information given will be treated as confidential and reported directly to the Designated Safeguarding Lead (DSL) or through the MY CONCERN portal; it will not be shared indiscriminately with others. However, in

order to protect the best interests of students, limited information may be provided on a strictly 'need to know' basis, with other professionals, enabling action to be taken by the appropriate people. For further information, please reference the school's Safeguarding Policy

Liaising with External Services

External support services are important in helping the school identify, assess, and make provision for students with SEND. Referral to services will be made by the SENDCo in discussion with: Heads of Key Stage (Prep) HoH, Leadership Team, Teachers. All external services involvement will be carried out with the permission of parents/carers.

Primary Transition:

The SENDCo works with primary school colleagues to ensure a transition plan is in place for all students with an EHCP or SEND Support; the process includes SENDCo liaising with the child's previous school SENDCo. As part of the transition period students attend an induction day where they will meet key members of the SEND department. All parents/carers of students who have an EHCP, or SEND Support, will be invited to attend a meeting if necessary with the SENDCo to discuss more detailed transition plans, and complete a Personal Provision Plan (PPP)

Post 16 Transition:

We have a designated team who work closely with our student's moving into further education. They consist of the Head of Careers, and the Head of Sixth Form. During KS4 transition, all information is passed to college SENDCos. Where appropriate, further meetings between school and Post 16 settings may take place to facilitate a more detailed transition. In addition, final EHCP reviews are arranged between the SENDCo, Local Authority, and relevant external services, to determine the provisions required for KS5.

Supporting Students with Medical Conditions:

Radnor House Sevenoaks School recognises that medical conditions should be fully supported, enabling students to have access to education, including school trips and Physical Education. Some students with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Working with Students:

At Radnor House, consulting with students who have SEND, regarding their education, is of the upmost importance. The school values Student Voice, involving them in decisions regarding their provision. Students with an EHCP are invited to contribute their thoughts and feelings during the annual review process, whilst students in receipt of SEND Support are asked to complete OnePage Profiles to help form strategies for support. In Prep pupils with complex SEND needs have a Pupil passport compiled by the parents and the class teacher.

Working with Parents/Carers:

A collaborative working approach with parents/carers is a priority in enabling students with SEND to achieve their potential. Radnor House Sevenoaks recognises that parents/carers hold vital information and have knowledge and experience to contribute to the shared view of student needs and the best ways of supporting them.

Parents/carers are encouraged to contact the school in a variety of ways, and when requested, meetings can be arranged to take place at a mutually agreeable time. Parents/carers of students with an EHCP are invited into school for annual review meetings. Both students and parents/carers are asked about their views regarding progress, learning, and support. The meeting gives parents/carers the opportunity to raise any concerns they may have regarding the student's special educational needs and the support received.

The SENDCo will be available to meet parents/carers during all consultation evenings within the school calendar. All correspondence regarding individual needs and interventions are communicated home to parents/carers to ensure they are fully informed and updated with their child's learning. If necessary, the SENDCo will invite parents/carers into school to discuss any concerns, extra support, and to celebrate success.

Training and Resources:

We aim to keep all staff up to date with relevant legislation, training, and developments, enabling them to support students, with confidence. At Radnor House, we recognise the need to train all of our staff in relation to SEND matters, and the SENDCo, under LT guidance, ensures CPD opportunities are suited to school development priorities and the most prevalent student needs.

Roles and Responsibilities:

The Board of Directors challenges the school and its members to secure necessary provision for students identified as having SEND. They ensure all staff are aware of the importance of providing a high-quality education for students with SEND, whilst overseeing the effective use of funds and resources.

Coordination of SEND:

At Radnor House Sevenoaks, SEND provisions are led and coordinated by two SENDCo's Prep and Senior. As part of this role, the SENDCo ensures the timely completion of annual reviews, updating and maintaining the provision map, disseminating strategies of support, liaison with parents/carers, staff, and outside agencies, and the timetabling and deployment of TA's. The SENDCo also oversees the SEND Department and interventions offered to students.

Teachers:

Class teachers have a responsibility to deliver QFT and suitable educational provision within the classroom for students who have SEND. Teachers are responsible for liaising with Tutors, HoH, parents/carers, and the SENDCo regarding the student's learning developments. Their work will entail, at times, directing and advising TA's within the classroom (Prep), alongside ensuring they provide highly differentiated work to ensure it is

accessible for students who have SEND.

Teaching Assistants:

TA's work mainly within Preschool, Reception, Year 1, Year 2 and Year 3 classroom settings supporting all children including those who may have SEND, and, in particular, those who have EHCPs. Radnor House Sevenoaks does not promote the 'Velcro effect', and TA deployment ensures that students experience inclusivity, and learn the importance of independent learning. To do so, and in correspondence with the Education Endowment Foundation's (EEF)

'Making the best use of teaching assistants' report (2020), the school applies the 'Self-Scaffolding Framework'. This ensures the correct level of support is used at the correct time, but also that students are comfortable to request help when needed, whilst gradually building confidence and resilience to tackle tasks with decreasing assistance.

In addition, the team of highly skilled TAs conduct small group literacy, numeracy, handwriting, and SEMH interventions.

Accessibility:

We are committed to meeting the needs of students with SEND and aim to ensure that they have access to a broad, balanced and relevant curriculum, including activities outside the classroom such as educational visits (please see the school's Accessibility Plan). The school's extra-curricular enrichment is open to all students and the SEND Team supports and promotes participation in any of the offered activities.

Complaints:

Complaints regarding students with SEND, about their provision, or any other matter, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Radnor House Sevenoaks School Complaints Procedure in liaison with the SENDCo.

Reasonable Adjustments:

In accordance with The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for students with identified special educational needs and disabilities. Radnor House Sevenoaks understands that such needs pose barriers, or difficulties, when students access their educational settings, by comparison to peers of the same age. As a consequence, the school acknowledges that it will be necessary to consider individual requirements when applying school policies and procedures and suitable adjustments will be planned in collaboration between the SENDCo and SLT.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice 0 to 25 years, 2015, and the Children and Families Act 2014.

For more detailed information regarding reasonable adjustments, please consult:

- The Children and Families Act,
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- The Code of Practice,
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_

data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- The Equality Act: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Monitoring and Reviewing of the SEND Policy:

The SEND Policy is reviewed annually and updated as necessary.

Statutory Requirements:

This policy complies with the statutory requirements outlined in the SEND Code of Practice 0-25,(2015).

The policy has been written with reference to the following guidance documents:

- Equality Act 2010.
- Special Educational Needs Code of Practice 0-25 (2015).
- National Curriculum (2014).
- Children and Families Act (2014).

Appendix One (Assess, Plan, Do, Review) - A graduated response to assess and plan for student needs is adopted using the APDR process:

