



STREATHAM & CLAPHAM HIGH SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Person(s) responsible for this policy		Deputy Head (Academic), Heads of Learning Support (SENDCo)	
Last review by	R Watson C Weatherhead H Meller	Review date	September 2026
Date of next review		September 2027	

Streatham & Clapham High School is committed to the inclusion of all pupils, recognising that all teachers share the responsibility of meeting pupils' differing learning needs. We aim to provide support for pupils, staff and parents so that pupils experience success and can fulfil their potential in a positive and supportive environment.

The school operates within a wider policy framework which includes:

- the Equality Act 2010
- The Education Act 1996
- the Children and Families Act 2014
- SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Streatham & Clapham High School's Admissions Policies
- GDST Exclusion Policy
- Streatham & Clapham High School Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy.

This policy and the school's SEND provision are informed by the SEN (Special Educational Needs) and Disability Code of Practice 2015.

Aims and objectives

The aims of this policy are :

- Every pupil is helped to fulfil her potential and is able to take full advantage of the school curriculum
- The school accepts and values each individual and their differences and no pupil will be discriminated against
- To support the development of a whole school approach which promotes clear, high quality flexible learning
- Children and young people with SEND will engage in school activities alongside pupils who do not have SEND
- All pupils will have their needs identified to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- • The school will promote positive outcomes in the wider areas of personal and social development
- To work in partnership with parents in supporting their daughter's education;
- To work with external agencies and other professionals as required
- To ensure that resources are allocated according to need;

Educational Inclusion

The needs of each pupil are considered on an individual basis. We recognise that pupils:

- Have different educational, physical and behavioural needs;
- Acquire, assimilate and communicate information at different rates and in different ways;
- Need a range of different teaching approaches and experiences;

The SENDCo will make recommendations to address the needs of each pupil and ensure the school complies with its legal obligations.

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he “has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.”

Special Educational Needs are defined in the Children and Families Act 2014:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Monitoring (MON) is the designation used by the school for pupils who do not have SEN as defined by the act but are nevertheless hindered in accessing the full curriculum and fulfilling their potential

without recognition of their needs. The majority of students with an identified need are supported through staff awareness and quality first teaching.

Pupils may have either a disability or SEN/MON or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN/MON either throughout or at any time during their school career and may have needs in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/MON. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

The 4 areas of need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

- **Communication and Interaction** - Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or may not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall within this category.
- **Cognition and Learning** - Pupils with cognition and learning difficulties may have difficulties which include: reading, spelling, working at the pace of their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties, which include dyslexia, dyscalculia and Developmental Coordination Disorder ('dyspraxia'); Moderate learning difficulties; Severe learning difficulties; Profound and multiple learning difficulties.
- **Social and Emotional Mental Health** - Pupils may have: mental health difficulties such as anxiety, depression or an eating disorder; Attention Deficit Hyperactive Disorder (ADHD); or attachment disorder.
- **Sensory and/or Physical**— Pupils may have: A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment; a physical impairment.

Roles and responsibilities

The Head takes overall responsibility for the school's policies and procedures in relation to areas of inclusion, ensuring that these accord with the principles and aims of the GDST's inclusion policy and that all staff are aware of their responsibilities in this area.

The implementation of the SEND Policy is the responsibility of all staff.

The SENDCo has the responsibility for the day-to-day operation of the policy.

The SENDCos are Rachael Watson (Prep including EYFS), and Carol Weatherhead (Senior school).

SENDCo responsibilities encompass:

- Overseeing identification, referral, and assessment of additional needs
- Developing and coordinating support systems
- Managing other staff in the learning support team
- Managing the budget and other resources
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points
- Tracking and monitoring pupil progress
- Advising and supporting non-specialist staff, and contributing to INSET
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment
- Working with parents
- Liaising with external agencies
- Monitoring and evaluating the impact of policy and provision
- Keeping up to date with relevant legislation, research, and current good practice, and revising policies and procedures as necessary
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning

All teaching staff will be fully aware of the school's procedures for identifying and making provision for pupils with SEND/MON and are expected to provide for diverse pupil need, maximising pupil's access to the whole educational offer and enabling such pupils to succeed. All teachers should:

- Be aware of which pupils they teach have additional needs and refer to a Learner Profile for SEN/MON students and EHC Plan
- Have a clear understanding of the needs of all pupils with SEND/ MON
- Engage and support these pupils, and adjust their teaching approach to overcome any barriers to learning encountered
- adapt their teaching and resources to take account of pupils with SEND/MON
- Assess and monitor the progress of pupils with SEND/MON, recording and reporting relevant information
- Develop constructive relationships with parents
- Liaise with the SENDCo about supporting SEND/MON pupils.

The role of Heads of Department/Subject Specialists

Subject leaders are expected to oversee and monitor SEND/MON provision within their subject area. This will involve:

- Ensuring schemes of work include adjustments for SEND/MON and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND/MON
- Using QFT procedures (classroom observation, work scrutiny etc.) to ensure effective adaptation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/MON in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas

Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion, or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy can be found on the school website.

Admissions Arrangements

SCHS is a broadly selective school, and all students, including those with an EHCP, must sit the entrance exam and meet a required level to access our curriculum.

Prospective pupils with SEND/MON will be admitted on the same basis as other pupils, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENDCo at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Pupils with an EHCP

The School will consider applications from pupils with an Education, Health and Care Plan (EHCP) only in consultation with the relevant Local Authority. SCHS may be named in an EHCP only with its agreement once the School is satisfied that it can make the provision specified in the EHCP and meet the pupil's identified needs.

Identification

The school recognises the importance of early identification of any learning needs, or disabilities, and the risk of possible consequences such as loss of self-esteem and frustration in learning if difficulties are not identified and provision made. Early identification is a whole school responsibility.

The school

Identifying needs

The school uses a number of approaches to identify the 4 areas of SEND:

- Identification at admission: through communication with parents and any previous school. (See Admissions Policy.)
- Identification through parental concern or by pupils self-referring.
- Identification through data tracking and screening.
- Identification through staff concerns: either via subject/class teachers, Heads of Department, or via Form Tutors and Heads of Year/Phase .

Class and subject teachers are expected to listen to and address any concerns raised by parents and students. Subject specific concerns should be addressed to class teachers in the first instance . Staff should adhere to the graduated response as detailed below, moving to involvement with the SENDCo if difficulties persist.

The School welcomes relevant professional advice; however, where a private assessment or report has been commissioned without prior consultation with the School, it may not accept the findings or recommendations in full. Any such report will be considered alongside the School's own evidence, assessments and professional judgement, and decisions regarding support and provision will remain at the School's discretion and in accordance with applicable regulations and policies.

Where a student is identified as needing SEND support, parents will be notified.

Provision

Streatham & Clapham High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/MON, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering adapted teaching and providing constructive formative feedback to take account of the different learners, abilities and preferences of individual pupils. The SENDCo informs staff which pupils are on the SEN or MON register(s) and updates staff when their needs change.

The first level of support for pupils experiencing difficulties takes a graduated approach in the form of a four-part cycle where teachers assess the pupil's needs, draws on a range of evidence, plans appropriate differentiation or interventions, and puts these into practice, reviewing the outcome. (Assess, Plan, Do, Review)

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN/MON. Learning Support is part of the school's induction and appraisal procedures, and the SENDCo is regularly available to provide advice. Information/guidance for staff about types of special needs and practical advice on teaching strategies are available through discussion with the SENDCo and on the SEND Team.

If a pupil continues to fail to make the expected progress, the SENDCo will be involved and may assess the pupil. The outcomes of any assessment and discussion will dictate the nature of further support. A personalised approach may include:

- further accommodations in the classroom
- pupil learner profile
- Access to specific resources – equipment, software programmes etc
- Additional individual or small group sessions with the Learning Support department eg phonics support, study skills etc;
- Pastoral support and ELSA
- Referral to external specialists, e.g. SALT services, OT and EP.

Provision will be made in consultation with the pupil and parents, and progress will be reviewed

regularly to inform future support.

Examinations and access arrangements

Recommendations for access arrangements will be based on the current JCQ criteria. Teachers will supply the SENDCo with evidence of the need so that a substantial and clear picture of this being a pupil's normal way of working can be established.

Access arrangements are awarded in accordance with the regulations of the relevant examination boards and the Joint Council for Qualifications (JCQ). Any arrangements provided by the School are determined on a subject-by-subject basis, based on evidence of a pupil's normal way of working and recommendations from teaching staff. Arrangements are reviewed at key transition points and any concessions granted before Year 10 are considered to be on a trial basis until they can be formally assessed and, where appropriate, approved by the examination regulators.

Parents should be aware that a private assessment report or diagnosis does not automatically entitle a pupil to access arrangements, regardless of any recommendations made within the report. Access arrangements can only be awarded where the evidence meets the criteria set by the examination regulators.

Requests from parents or pupils for new access arrangements will not normally be considered after the end of October in Year 11 and Year 13, except in very exceptional circumstances.

Further details about access arrangements can be found in the access arrangements policy.

Partnership with Pupils

Pupils with additional learning needs have an in-depth knowledge of their own strengths, weaknesses, coping strategies and future aims. The school will endeavour to seek their views and include them in the decision-making processes that affect their education.

Partnership with Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils with SEND/ MON. The school will work actively with parents as partners and value their contribution. All staff have a role to play in developing constructive relationships with parents. Subject specific concerns should be addressed with subject/class teachers in the first instance. The SENDCos are always available to discuss the support and progress of students by prior arrangement at any time during the academic year.

Links with other Policies

This policy should be read in conjunction with the English as an Additional Language Policy, the Behaviour Policy, accessibility policy, access arrangements policy, the curriculum policy, GDST inclusion and equal opportunities policies.

Monitoring and Evaluation of this Policy

The implementation of this policy will be reviewed, monitored and evaluated via:

- the outcomes of school inspection;
- review of public examination results;
- review of internal examination results;
- use of pupil voice and feedback from parents;
- periodic audit in consultation with the Academic Committee.

Complaints about SEND Provision

If a parent has a concern about SEN/MON he/she in the first instance should raise the concern with

the SENDCo. If a parent wishes to make a complaint, they should refer to the school's complaints procedure.

