



HEATHSIDE SCHOOL

HAMPSTEAD

SEND Policy

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Circulation: This policy has been adopted by the Governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children. 'Parents' refers to parents, guardians and carers.

Learning Support & SEND Policy

1. Purpose and Context

This policy outlines how the school identifies and supports pupils with Special Educational Needs and Disabilities (SEND) within a mainstream, independent school environment.

Heathside School is committed to providing support to help pupils engage in learning, make progress, and develop independence wherever reasonably possible. We recognise that pupils' needs are diverse and may change over time, and the level and type of support we provide will depend on available resources and expertise. Where a pupil's needs exceed the school's capacity, we will work closely with families and external professionals to seek additional, appropriate support.

If a child is unable to access or work within the curriculum without individual support, we may, where appropriate, request a formal assessment and recommend individual support either within or outside the school. A formal assessment can be arranged either by the parents or by the school at the parents' expense.

In the rare event that the school cannot adequately meet a child's special educational needs, parents may be asked to consider withdrawing their child. In such cases, no fees will be charged in lieu of notice.

At Heathside School, SEND is recognised when a pupil requires educational provision that is beyond, or different from, that which is ordinarily available to pupils of the same age in this setting. Identification is based on the support required in practice, is informed by the learning context, and is subject to regular review. The presence of a diagnosis alone does not automatically result in a pupil being identified as having SEND.

2. Legal Framework

This policy has regard to the following legislation and guidance:

- SEND Code of Practice (DfE, 2015)
- Children and Families Act (2014)
- SEND Regulations (2015)
- Equality Act (2010)
- Supporting Pupils at School with Medical Conditions (2015)
- Keeping Children Safe in Education (KCSIE, updated annually)

The policy applies to all pupils and staff and to all aspects of school life, including activities outside normal school hours. Where safeguarding concerns arise in relation to a pupil with SEND, the school's Safeguarding Policy and procedures will be followed immediately.

3. Aims and Principles

The school's aims are to ensure that:

- All pupils, including those with SEND, are supported to access the curriculum and make appropriate progress relative to their starting points
- High expectations are maintained for the learning, development, and achievement of all pupils
- Class teachers retain responsibility and accountability for the progress and development of all pupils, including those receiving additional support
- Pupils' needs are identified, assessed, and responded to through a clear and consistently applied graduated approach
- Pupils are supported to develop independence and resilience, with adult support used purposefully and reviewed regularly
- Effective partnerships are maintained with parents and, where appropriate, external professionals and agencies to support pupils' needs

- Reasonable adjustments are made to remove barriers to learning, in line with the Equality Act (2010)

As an independent preparatory school, Heathside School operates within its own staffing structures, areas of professional expertise, and available resources. The school seeks to meet a wide range of additional needs within its mainstream provision; however, there may be circumstances in which the level of specialist or intensive support required cannot reasonably be provided within the school setting.

School leaders evaluate the suitability and impact of provision on an ongoing basis and are transparent about the limits of what can reasonably be offered. Decisions relating to SEND provision are informed by professional judgement, available resources, and careful consideration of pupils' access to learning, wellbeing, and overall educational experience.

4. Definition of SEND

In accordance with the Children and Families Act (2014) and the SEND Code of Practice (2015), a pupil is identified as having Special Educational Needs and Disabilities (SEND) where they have a learning difficulty or disability that requires special educational provision to be made.

Special educational provision refers to support or interventions that are additional to, or different from, those ordinarily provided for pupils of the same age within this school.

SEND is recognised across four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Under the Equality Act (2010), a disability is defined as a physical or mental impairment that has a substantial and long-term negative impact on an individual's ability to carry out normal day-to-day activities.

A pupil will not be identified as having SEND solely as a result of having English as an Additional Language. Provision for pupils who are developing proficiency in English is outlined separately in the school's EAL Policy.

5. Learning Support Provision

The learning needs of the majority of pupils are met through high-quality classroom teaching. This is supported by:

- Effective adaptive teaching to meet a range of learning needs
- Reasonable adjustments to reduce barriers to learning
- Clear explanation, modelling, and structured teaching approaches
- Timely, personalised feedback that supports progress

Class teachers remain responsible and accountable for the progress and development of all pupils, including those with SEND. Additional SEND support is intended to complement, not replace, high-quality teaching. The SENDCo works in partnership with teachers to support the identification of barriers to learning and to advise on appropriate strategies, interventions, and provision.

The school adopts a graduated, provision-led approach to identifying and responding to pupils who experience difficulty accessing the curriculum. Support is implemented in stages and adjusted in response to pupils' needs, the impact of provision, and evidence of progress over time.

5.1 Identifying When Additional Support Is Required

Where a pupil does not make expected progress despite consistent, high-quality classroom teaching, concerns may be raised and discussed with the SENDCo.

Indicators of additional need may include, but are not limited to:

- Ongoing slow progress despite targeted teaching and classroom strategies
- Persistent difficulties with aspects of literacy or numeracy
- Social, emotional, or behavioural needs that impact learning and do not improve through standard classroom support
- Sensory or physical needs that require additional or ongoing adjustments
- Communication or interaction difficulties that affect access to learning

Concerns may be identified through a range of sources, including:

- Teacher observation and assessment
- Analysis of pupil progress and attainment data
- Information shared by parents
- Reports, records, or advice from previous schools or external professionals

Identification at this stage does not automatically indicate SEND. It forms part of the school's wider monitoring and response processes and informs decisions about whether additional or adjusted provision is required.

5.2 The Graduated Approach (Assess-Plan-Do-Review)

The school uses the Assess-Plan-Do-Review cycle as a structured and consistent approach to supporting pupils who are not making expected progress. This process is embedded within whole-school practice and is applied to all pupils, regardless of whether they are identified as having SEND.

- **Assess** – A pupil's needs are identified and analysed using teacher observation, assessment information, and discussion with relevant staff, parents, and, where appropriate, the pupil.
- **Plan** – Appropriate strategies, reasonable adjustments, or targeted interventions are agreed, with clear expectations and outcomes identified.
- **Do** – The agreed support is implemented, primarily through classroom teaching and, where necessary, through additional or targeted provision.
- **Review** – The effectiveness of the provision is evaluated, progress is reviewed, and decisions are made about whether support should be continued, adapted, or reduced.

For some pupils, this graduated process demonstrates that their needs can be met through high-quality classroom teaching and short-term or adjusted support. Where a pupil's needs are persistent and require provision additional to or different from what is ordinarily available, the pupil may be formally identified as having SEND and recorded on the school's SEND Register.

6. Individual Education Plans (IEPs) and Intervention

Where a pupil is identified as requiring additional or different provision, an Individual Education Plan (IEP) is developed to ensure their needs are clearly understood and appropriately met. The IEP sets out the strategies, adjustments, and interventions required to support the pupil's learning, progress, and wellbeing.

6.1 Purpose and Content of Individual Support Plans

Individual Education Plans are designed to:

- Provide a clear summary of the pupil's strengths, needs, and barriers to learning
- Specify targeted strategies, reasonable adjustments, and resources required to support the pupil effectively
- Set clear, measurable outcomes to track progress
- Identify the roles and responsibilities of teachers, support staff, parents, and, where appropriate, external professionals

An IEP is a working document that guides classroom practice and informs any additional interventions provided outside the classroom.

6.2 Implementing Support

Support outlined in an IEP may take the form of:

- Classroom based adjustments, adaptive teaching, and targeted teaching strategies
- Time limited or ongoing small group or one-to-one interventions
- Access to specialist resources, technology, or alternative learning approaches
- Collaboration with external professionals to deliver specific programmes or advice

Class teachers retain responsibility for implementing strategies within the classroom, while the SENDCo monitors the overall effectiveness of the IEP and ensures provision is coordinated and evidence based.

6.3 Monitoring and Reviewing Impact

IEPs are reviewed regularly to evaluate the effectiveness of the support and interventions provided. This includes:

- Tracking progress against the targets and outcomes set in the IEP
- Updating strategies or interventions where progress is slower than expected
- Consulting with parents, the pupil, and relevant professionals to inform adjustments
- Determining whether a pupil continues to require additional provision or whether support can be reduced

All reviews inform the next cycle of the Assess–Plan–Do–Review process, ensuring that support is responsive, targeted, and continues to meet the pupil's evolving needs.

7. The SEND Register

A pupil is included on the SEND Register when it is determined that they require special educational provision that is additional to, or different from, that normally available to pupils of the same age at this school. Inclusion on the Register is driven by provision needs rather than by diagnosis alone.

7.1 Criteria for Inclusion

A pupil may be added to the SEND Register if all of the following apply:

- They have a learning difficulty or disability that has a sustained impact on their access to learning
- Progress remains limited despite appropriate classroom adaptations and targeted support
- Ongoing special educational provision is necessary to meet their needs

7.2 Dynamic Nature of the Register

Placement on the SEND Register reflects a pupil's current needs and is reviewed regularly. Pupils may:

- Be added to the Register as new needs are identified
- Be removed from the Register if special educational provision is no longer required

A diagnosis alone does not automatically result in inclusion. Pupils with diagnosed conditions who can fully access learning through high-quality teaching and minor adjustments may not be placed on the SEND Register. In these cases, their needs are monitored, and staff are informed of any relevant classroom strategies.

7.3 Decision-Making and Oversight

Decisions regarding SEND Register placement are made by the Senior Leadership Team, led by the SENDCo, and take into account:

- Evidence of progress and impact of support
- Input from class teachers and other relevant staff
- Consultation with parents

- Advice from external professionals where appropriate

Placement on the SEND Register is evidence-based and reviewed regularly to ensure provision remains appropriate and effective.

8. Education, Health and Care Plans (EHCPs).

An Education, Health and Care Plan (EHCP) is a statutory plan issued by a Local Authority for children and young people with significant and complex needs. It identifies the pupil's special educational needs and specifies the educational, health and social care provision required to support those needs.

8.1 Independent School Position

Heathside School is an independent mainstream school and is therefore not subject to the same statutory duties as maintained schools in relation to the admission or retention of pupils with EHCPs.

The school is not obliged to admit or retain a pupil with an EHCP unless all of the following conditions are met:

- The Local Authority has formally consulted the school and agreed the proposed placement
- The school has determined that it can meet the pupil's needs effectively within a mainstream environment
- Appropriate funding and practical arrangements for any additional provision have been agreed in advance of admission or continued placement

Parents or Local Authorities must consult the school before naming it in an EHCP.

8.2 EHCP Consultation and Decision-Making

When consulted by a Local Authority regarding a proposed EHCP placement, the school will:

- Consider the EHCP carefully and objectively
- Assess whether the provision specified can be delivered reasonably, effectively and consistently within the school's resources and expertise
- Respond to the consultation within the required statutory timescales

A placement will be agreed only where the school is satisfied that it can meet the pupil's needs appropriately and without detriment to the efficient education of other pupils.

8.3 Pupils with an EHCP on Roll

Where a pupil with an EHCP is admitted to the school, Heathside School will:

- Make arrangements to deliver the educational provision specified in the EHCP, as agreed
- Work cooperatively with the Local Authority, parents and relevant professionals
- Participate fully in statutory annual review processes
- Develop, implement and review individual support plans
- Make reasonable adjustments to ensure the pupil can access the curriculum and wider school life

Any specialist provision or support that falls outside the school's ordinarily available SEND provision must be funded by the Local Authority or parents, in accordance with the EHCP.

8.4 Requests for EHCP Needs Assessment for Existing Pupils

Where the school concludes that a pupil's needs cannot reasonably be met through the school's SEND provision, the SENDCo may, in consultation with parents and relevant professionals, request that the Local Authority undertakes an EHCP needs assessment.

It is recognised that:

- A request for an EHCP needs assessment does not guarantee that an EHCP will be issued
- The issuing of an EHCP does not guarantee that the school will be named, nor that an existing placement will continue

Parents or professionals may also request an EHCP needs assessment directly from the Local Authority.

9. External Support

Where appropriate, the school may seek advice from suitably qualified professionals to support its understanding of a pupil's needs or to inform appropriate provision.

The school works with two external specialists: an Occupational Therapist and a Speech and Language Therapist, who may be consulted where this is considered appropriate and beneficial. In addition, the school employs an internal dyslexia specialist who provides targeted support for pupils with specific literacy difficulties. This support is offered as an additional service and is subject to a separate charge, which will be communicated clearly to parents in advance.

Any specialist support that falls outside the school's ordinarily available provision (including, but not limited to, Occupational Therapy, Speech and Language Therapy, or specialist dyslexia intervention) must be:

- Funded by parents, or
- Funded by the Local Authority, where such provision is specified and agreed within an Education, Health and Care Plan (EHCP)

The involvement of external or specialist professionals does not automatically result in a pupil being placed on the SEND Register.

All professional advice and recommendations are considered carefully in the context of the school's setting, resources and expertise, and with regard to the pupil's access to learning and the efficient education of other pupils. The school is not obliged to implement recommendations where it is not reasonable or practicable to do so within a mainstream setting.

Parents will be fully informed and consulted prior to any referrals being made, any specialist support being arranged, or any associated costs being incurred.

10. Review, Monitoring and Record Keeping

The SEND Register and Individual Education Plans (IEPs) are maintained securely by the SENDCo in line with the school's data protection and confidentiality procedures.

These records are used to:

- Track SEND provision and outcomes
- Monitor pupils' progress, engagement and developing independence
- Inform review processes, planning and decision-making

Teaching staff are provided with access to relevant SEND information and are expected to review this regularly and implement agreed strategies consistently in the classroom.

Decisions regarding the placement of a pupil on, or removal from, the SEND Register are made by the SENDCo. Such decisions are informed by a range of evidence, including progress data, professional judgement, and consultation with teaching staff, parents and, where appropriate, the pupil.

The effectiveness of SEND provision is monitored and evaluated through a variety of means, including:

- Analysis of pupil progress and attainment data
- Classroom observation and learning walks
- Review meetings with parents and, where appropriate, pupils
- Feedback from staff and parents, and pupil voice where appropriate

Monitoring of SEND provision also contributes to the school's evaluation of the quality of teaching, learning and assessment, ensuring that inclusive practice and appropriate adaptive teaching support the progress of all pupils.

In addition, SEND systems and monitoring contribute to the school's safeguarding and wellbeing arrangements by helping staff to identify pupils who may require additional support, early intervention or further guidance, in line with the school's safeguarding policy.

The SEND policy, together with the effectiveness of its implementation, is reviewed annually by the SENDCo in conjunction with the Senior Leadership Team, and updated as required to reflect changes in guidance or school practice.

11. Partnership with Parents and Pupils

The school recognises parents as key partners in their child's education and is committed to maintaining open, professional and collaborative communication.

Parents of pupils receiving SEND support are kept informed through a range of channels, including:

- Review meetings
- Progress updates
- Scheduled discussions with teaching and support staff

Pupils are encouraged, where appropriate, to contribute to planning and review processes in ways that reflect their age, understanding, and personal preferences.

While parental input is highly valued and considered carefully, decisions regarding SEND provision, support strategies, and placement on the SEND Register remain professional judgements, informed by evidence, monitoring of impact, and the pupil's best interests.

12. Admissions and Access

Heathside School welcomes applications from pupils with a wide range of learning profiles, including those with identified SEND. Each application is considered individually to determine whether the school can meet the pupil's needs reasonably and effectively within its mainstream setting and available resources.

Parents are required to disclose any known SEND, diagnoses, or involvement with specialist services (whether private or statutory) as part of the admissions process. This may include, for example, Speech and Language Therapy, Occupational Therapy, Educational Psychology input, or other professional support.

Disclosure of SEND, learning difficulties, medical needs, or developmental concerns:

- Does not guarantee admission
- Enables the school to assess provision requirements and plan appropriate support

Failure to disclose relevant information may limit the school's ability to meet a pupil's needs appropriately and could affect the success of their placement.

13. Transition Arrangements

The school plans transitions carefully to ensure continuity of learning, access to the curriculum, and pupils' confidence and wellbeing.

Transition support may include:

- Additional visits or preparation, tailored to the pupil's needs
- Sharing relevant information between teaching and support staff
- Liaison with previous or receiving schools
- Consultation with external professionals, where appropriate and with parental consent

The level of transition support provided is determined by:

- The pupil's individual needs
- The context of the receiving setting

13.1 Links with Other Settings and External Agencies

With parental consent, the school may liaise with:

- Previous or receiving schools
- External professionals who support the pupil

All information is shared in accordance with data protection legislation and the school's confidentiality policies.

14. Staff Development

The school is committed to developing staff confidence and competence in supporting pupils with SEND.

This includes:

- SEND-focused CPD sessions
- Access to relevant internal and external training opportunities
- Ongoing professional guidance and support from the SENDCo and senior staff
- Access to SEND resources, guidance, and documentation

All staff are expected to engage with training opportunities and apply their learning consistently in the classroom to support pupils' access to the curriculum and learning outcomes.

15. Concerns, Complaints and Further Advice

Concerns regarding SEND provision should be raised initially with the class teacher.

If concerns remain unresolved, parents may:

- Meet with the SENDCo
- Raise concerns with the Head

The SENDCo can also provide further information, advice, and signposting to external support organisations upon request.

16. Final Professional Statement

SEND provision at Heathside School is provision led, evidence based, and responsive, underpinned by high quality teaching and professional judgement.

The school is committed to enabling pupils to access learning, make measurable progress, and develop independence, while being transparent about the scope of support available within a mainstream independent school setting.