



## SEND Policy (September 2025)

*This policy is for the nursery and school*

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| Written by: RS, HS, IT, PC, JC  | September 2025 |
| Current version no: 1           |                |
| Reviewed:                       | September 2025 |
| Approved by the Governing Body: | September 2025 |
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### School Ethos

Sancton Wood School is a mainstream, independent school. The School recognises that all pupils are entitled to a balanced, broad curriculum and the need for fully inclusive Quality First teaching. The School upholds equal opportunities for all, adhering to the Equality Act of 2010.

### Aims & Objectives

The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and collaboration with parents that it requires. Sancton Wood School values all pupils and is committed to providing an inclusive environment. The School has high expectations and aspirations for all pupils, including those with SEND. The School is committed to providing targeted and focused support for all students in order for them to have the opportunity to progress and meet their potential. Sancton Wood School meets its aims by:

- Identifying barriers to learning at the earliest possible opportunity
- Ensuring participation of all pupils with SEND
- Enabling all pupils with SEND to access the curriculum
- Working collaboratively and in partnership with parents
- Working with external support agencies
- Monitoring and reviewing the effectiveness of intervention regularly, making reasonable adjustments where necessary



- Ensuring that all staff have access to training and advice to support high quality teaching and learning for all pupils and their outcomes

Our aim is to implement and maintain an effective management system for the administration of medicines to all pupils in our care and ensure that we provide support to individual pupils with medical needs.

## Roles & Responsibilities liaising with Parents

Ingrid Tregoing is the Special Educational Needs and Disabilities Co-ordinators (SENDCO). She is supported in her role by Emily Manning (SEND Lead- Seniors) and Paula Collier (SEND Lead- Prep). Also, by Hannah Settle VP Pastoral Care and Julia Cottam VOP Academic.

This team is involved in:

- The day-to-day operation of the school's SEND Policy
- Liaising with teachers and advising
- Liaising with external specialists, health professionals and therapists
- Contributing to staff training
- Managing Learning Support Assistants and 1:1 Teachers
- Partnering with parents and carers
- Maintaining the SEND Support List and Cause for Concern List
- Overseeing the records of all children with SEND
- Coordinating and developing strategies for a whole school approach for identifying, planning for and reviewing of children with SEND

The School recognises that 'every teacher is a teacher of children with special educational needs and disabilities' (SEND Code of Practice 2015) and therefore that the class teacher is responsible for appropriate support along with the SENDCO. It is the Class Teacher's responsibility to ensure Quality First Teaching, as stated in the SEN Code of Practice 2015.

Teachers are:

- Aware of the school's procedures for SEND
- Responsible for raising individual concerns to the SENDCO
- Monitoring progress of pupils with SEND
- Using appropriate strategies and differentiated methods for teaching

## The definition of SEND

The School recognises that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, adhering to the



definition of SEND as per the SEND Code of Practice 2015 0-25 – ‘a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

Where a pupil has long-term or complex health needs, the Principal/ Nursery Manager will, where appropriate, produce an Individual Health Care Plan (IHCP) for that pupil in collaboration with parents and the pupil themselves (when appropriate).

## Identification of SEND & Monitoring Training

We recognise four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

Pupils may be identified as having SEND if adequate progress is not made once all interventions/adjustments and good quality, personalised teaching have been put in place. Accommodations and adjustments are reviewed regularly against pupil progress.

Pupils may initially be raised to the SENDCO as a Cause for Concern which occurs as part of this approach and the SENDCO will work with the teachers to support best practice in removing barriers to learning.

Reasons for a pupil being added to the SEND Support List may include when a pupil:

- Makes little or no progress, despite differentiated teaching approaches, having taken into account a pupil's identified area of weakness
- Presents with persistent emotional/behavioural difficulties after behaviour management support has been followed, which impedes the ability to cope emotionally with the school day or work independently as a result of emotional struggles
- Has sensory or physical difficulties and continues to not make progress regardless of specialist supports in place
- Presents with difficulties in the areas of Literacy and Maths and not being able to recall previously taught information or work independently
- Has communication and interaction difficulties which impede age-appropriate social interaction, making and keeping friends, keeping themselves safe, the ability to self-organise and the ability to express themselves age appropriately.

The SENDCO will coordinate inviting parents in for discussions about their child's progress and needs. Conversations will be held with the child also, where appropriate. Discussions with teaching staff will include appropriate interventions and high-quality teaching approaches as



well as any additional support that may happen. External specialists and agencies, for example Educational Psychologists, may also be called upon where appropriate.

Our interventions include:

- Adaptations such as specialist equipment or learning materials
- In-class group support where appropriate
- Referral to Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paediatricians and other specialists where appropriate. If the school or the parents are concerned that a child may have mental health needs, it will be encouraged to seek the advice of a GP for a referral to Child and Adolescent Mental Health Services (CAMHS).
- Withdrawal where appropriate for 1:1 or small group teaching
- Parent funded specialist therapy such as Speech and Language Therapy or SpLD (Dyslexia) teaching.

### The use of Outside Agencies

If, despite considerable, appropriate input and adaptations a pupil continues to make little or no progress in specific areas, an external specialist may be advised. In this case, the school will ask parents to agree to their child being formally assessed by a specialist, for example, an Educational Psychologist or a Speech and Language Therapist.

The parents can source their own specialist to carry out the recommended assessment or the School can recommend specialists. The cost of an assessment would be borne by the parents.

### Costs

Additional specialist teaching is agreed with parents at cost. Parents are required to give one month's notice should they wish to terminate a 1:1 session, otherwise they will continue until is agreed that they are no longer required. This will happen through a discussion with the SENDCO and the Specialist teacher.

### Educational, Health & Care Plans

A child may be considered for an application for an Educational Health and Care Plan from the Local Authority (LA). The request may be made by the parent, an outside agency or a health professional, supported by the school. If an EHCP is granted, the pupil will have been recognised by the Local Authority as having significant and complex needs.

For detailed procedures regarding pupils with EHCPs, including statutory obligations, enhanced monitoring, Local Authority reporting requirements, admissions considerations, funding arrangements, and Annual Review processes, please refer to the separate EHCP Addendum to this policy, which should be read in conjunction with this document.



The School recognises the LA's responsibility in deciding to maintain, amend or cease an EHCP. If the LA refuses to carry out a needs assessment, the parents have the right of appeal to the First Tier Tribunal.

## Welfare Needs

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour if any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time. Hannah Settle is the Designated Safeguarding Lead.

## Upon entry to Sancton School

The School carries out computer based assessments on all prospective pupils to assess levels in Literacy and Mathematics. The School requests that parents share any reports which may have been obtained from Educational Psychologists, health professionals or other specialists prior to commencing at Sancton Wood School. **The School would need to be made aware of a diagnosis or the presence of a learning difficulty as part of the admissions process.**

## Alternative Arrangements

Withdrawal: We reserve the right, following consultation with you to ask or require you to withdraw your child from Sancton Wood School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- Your child is in need of a formal assessment, 1:1 teaching, learning support or medication to which you do not consent
- You have withheld information from the School, which had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties
- Your child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange.
- Your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide

## Alternative placement



In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support. **Addendum to SEND Policy**

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

**Purpose:** This addendum supplements the main SEND Policy (September 2025) and sets out the specific approach of Sancton Wood School in relation to the admission and support of pupils with Education, Health and Care Plans (EHCPs). This addendum should be read in conjunction with the main SEND Policy and focuses on the enhanced procedures and considerations required for pupils with statutory EHC Plans. While independent schools are not legally obliged to accept pupils with EHCPs, Sancton Wood School is committed to promoting inclusive education where possible and appropriate, in line with its ethos, values and available resources.

#### **1. Consideration of Applicants with EHCPs**

Building on the admissions procedures outlined in the main SEND Policy, additional considerations apply for pupils with EHCPs. As stated in the main policy, the school carries out computer-based assessments and requests reports from specialists. For EHCP applicants, we also require:

- **The complete, current EHCP document (all sections A-K)**
- **Most recent Annual Review documentation**
- **Reports from all professionals involved in the EHCP process**
- **Details of current provision and its effectiveness**
- **Information about transition planning from current setting**

This enhanced information gathering allows the school to conduct a thorough assessment of whether we can meet the specific outcomes and provision detailed in the statutory plan, going beyond the general learning difficulty considerations in our main policy.

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

- Whether the school can reasonably meet the child's educational, social, emotional and health needs as outlined in the EHCP
- Whether admitting the child would be compatible with the provision of efficient education for other pupils
- Whether the required support, adjustments or specialist provision are practicable within the school's resources, facilities and expertise
- The school's ability to actively promote the wellbeing of all pupils



**Decision-Making Process for EHCP Pupils:** Building on our standard admissions process, EHCP applications require:

- **Enhanced assessment** by the Headteacher, SENCo team (Ingrid Tregoin, Emily Manning, Paula Collier), and relevant Vice Principals (Hannah Settle VP Pastoral Care, Julia Cottam VP Academic)
- **Detailed consultation** with current teaching staff about capacity and expertise
- **Comprehensive discussion** with parents/carers about statutory requirements and school provision
- **Formal liaison** with the responsible local authority regarding placement expectations
- **Final decision** by the Headteacher following thorough review of statutory obligations

## 2. Provision and Support

### 2. Statutory Provision and Enhanced Support

For pupils with EHCPs, Sancton Wood School provides support beyond that outlined in the main SEND Policy, including statutory obligations:

#### Educational Provision (Section F of EHCP):

- **Specific interventions** as detailed in Section F of the EHCP
- **Outcome-focused planning** aligned to Section E outcomes
- **Specialist teaching** as specified (additional to general differentiation in main policy)
- **Enhanced progress monitoring** against statutory outcomes
- **Regular reporting** to the Local Authority as required

#### Health Provision (Section G of EHCP):

- **Co-ordination** with health professionals for provision specified in Section G
- **Implementation** of health-related interventions within school setting
- **Liaison** with NHS services and private health providers
- **Monitoring** of health outcomes and their impact on education

#### Social Care Provision (Section H of EHCP):

- **Support** for social care needs that impact on education
- **Multi-agency working** with social services where applicable
- **Safeguarding** considerations specific to vulnerable pupils

**Funding Arrangements for EHCP Provision:** Unlike the general cost arrangements in the main policy, EHCP provision may be funded through:





- **Top-up funding** from the placing Local Authority
- **Element 3 funding** for high-cost, low-incidence needs
- **Health funding** for health-related provision
- **Personal budgets** (where arranged by parents/LA)
- **Private funding** for provision beyond statutory requirements

### 3. Statutory Communication and Review Requirements

EHCP pupils require enhanced communication and review processes beyond those in the main SEND Policy:

#### Statutory Annual Reviews:

- **Mandatory participation** in Annual Reviews as required by legislation
- **Comprehensive reporting** on progress against Section E outcomes
- **Preparation of detailed reports** for review meetings
- **Attendance at review meetings** (minimum once per year, more frequently if needed)
- **Implementation of amendments** following review decisions
- **Transition planning** for Year 9 onwards (14-19 reviews)

#### Local Authority Reporting:

- **Termly progress reports** to placing Local Authority
- **Financial reporting** on use of top-up funding
- **Incident reporting** as required by statutory guidance
- **Data sharing** for LA monitoring and planning purposes

#### Enhanced Multi-Agency Working:

- **Regular professional meetings** with external specialists
- **Joint planning** with health and social care professionals
- **Shared assessment** and intervention planning
- **Transition support** between key stages and settings

### 4. Enhanced Monitoring for Statutory Outcomes

Building on the monitoring procedures in the main SEND Policy, EHCP pupils require:

#### Statutory Outcome Tracking:

- **Specific assessment** against Section E outcomes (not just general SEND progress)
- **Evidence collection** for Annual Review requirements
- **Data analysis** for Local Authority reporting





- **Impact measurement** of specialist interventions

### Specialist Staff Development for EHCP Management:

- **EHCP-specific training** for staff working with statutory plans
- **Legal requirement awareness** training
- **Multi-agency working** development
- **Outcome-focused planning** training
- **Annual Review procedure** training

### Documentation:

- Maintenance of comprehensive records of provision and progress
- Regular updating of individual education plans
- Documentation of all interventions and their outcomes
- Secure storage of sensitive information in line with GDPR requirements

## 5. Limitations and Statutory Considerations

This section builds on the "Alternative Arrangements" section of the main SEND Policy, with specific reference to EHCP obligations:

### Statutory vs. Independent School Limitations:

As an independent school, Sancton Wood School must balance:

- **Statutory obligations** to deliver EHCP provision as specified
- **School capacity** and expertise limitations
- **Resource constraints** within independent funding model
- **Duty of care** to all pupils in the school community

### When EHCP Placement May Not Continue:

Building on the withdrawal procedures in the main policy, specific EHCP considerations include:

- **Significant changes** in need requiring specialist provision beyond school capacity
- **Health and safety concerns** that cannot be managed within mainstream independent setting
- **Breakdown in partnership** with Local Authority over provision arrangements
- **Legal disputes** regarding interpretation of EHCP requirements



### Enhanced Transition Support:

Unlike general SEND transitions, EHCP pupils require:

- **Statutory transition planning** with receiving setting
- **Local Authority involvement** in placement decisions
- **Transfer of statutory documents** and legal obligations
- **Continued support** during transition period

### 6. Complaints and Appeals for EHCP Matters

EHCP-related complaints follow the main school complaints procedure but with additional statutory considerations:

#### EHCP-Specific Complaints Process:

- **Internal resolution** through main school complaints procedure (as detailed in main policy)
- **Local Authority involvement** for statutory provision disputes
- **SEND Tribunal rights** for parents regarding EHCP content and provision
- **Mediation services** available through Local Authority

#### Statutory Appeal Rights:

Parents have additional rights regarding EHCPs:

- **Appeal to SEND Tribunal** regarding EHCP content, provision, or placement
- **Disagreement resolution services** through Local Authority
- **Independent advice** from parent partnership services
- **Legal representation** rights at SEND Tribunal

#### School's Role in Disputes:

- **Evidence provision** for tribunal proceedings
- **Professional opinion** on child's needs and progress
- **Collaborative resolution** where possible
- **Continued provision** during dispute resolution

### 7. Legislative Compliance and Relationship to Main Policy

This addendum ensures compliance with EHCP-specific legislation, supplementing the general SEND legislation referenced in the main policy:



### Additional Statutory Framework for EHCPs:

- Children and Families Act 2014 (Parts 3 & 4)
- SEND Regulations 2014 (Parts 3 & 4)
- SEND Code of Practice 2015 (Chapters 9-11)
- Special Educational Needs and Disability Tribunal Rules 2014

### Integration with Main SEND Policy:

- This addendum works alongside the main SEND Policy's graduated approach
- EHCP pupils may also access interventions detailed in the main policy
- Staff roles and responsibilities outlined in main policy apply to EHCP pupils
- Safeguarding procedures in main policy apply with enhanced LA reporting requirements

### 8. Policy Review and Updates

This addendum will be reviewed annually alongside the main SEND Policy, or sooner upon:

- Changes to EHCP legislation or Code of Practice
- Changes to Local Authority arrangements or funding
- Significant changes in school capacity or expertise
- Feedback from Annual Reviews or tribunal decisions

### Key Contacts for EHCP Matters:

- SENCo (EHCP Lead): Ingrid Tregoin
- SEND Lead - Seniors: Emily Manning
- SEND Lead - Prep: Paula Collier
- VP Pastoral Care: Hannah Settle
- VP Academic: Julia Cottam
- School Office: 10223471703
- Chair of Governors: Jonathan Cuff [Contact via school website [www.sanctonwood.co.uk](http://www.sanctonwood.co.uk)]