



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY & LEARNING SUPPORT POLICY

Responsible: SENCO
Date Reviewed: 23 March 2026
Review Period: Annual (plus annual report to Governing Council)
Scope: Whole School
Approval Authority: Governing Council
Approval Date:
External Release: Yes (Parent and Public)

CONTENTS

NOTES AND TERMINOLOGY FOR PARENTS	3
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY	3
Identifying Pupils with SEND	3
The Guiding Principles of Send Provision at Clayesmore	4
Objectives of the SEND Policy	4
Coordinating Provision for Pupils who have SEND	5
Admission Arrangements for Pupils with SEND	6
Facilities and Support Provided for Pupils with SEND	6
Funding of SEND Provision	6
Identifying Pupils with SEND and Determining and Reviewing Needs	6
Graduated Response	7
Education Health and Care Plans (EHCP)	8
Preparing Pupils with SEND for Transition	8
Governing Body Evaluation of the Education Provided to SEND Pupils	8
Keeping Staff Current with their Knowledge and Practice of SpLD and SEND	9
Complaints Process Concerning SEND Provision	9
LEARNING SUPPORT	9

NOTES AND TERMINOLOGY FOR PARENTS

1. SEND provision is defined as the support available for those pupils that have a significantly greater difficulty in learning than the majority of others of the same age and are recorded on the SEND register, including those with Education, Health and Care plans (EHCP).
2. Learning Support is available for all pupils who require additional support as a result of being identified as having specific learning needs.
3. Clayesmore's expertise in SEND goes much wider than one particular department. The highly qualified staff who work in the department also work closely with colleagues in subject departments to help with the development of teaching and learning across all subjects and all year groups.
4. We have always understood that ALL children, with or without SEND, benefit from the research that has taken place over the last 30 years into how children learn and we have sought to embed this in the way we work: students getting 10 A*s at GCSE benefit from the insights into effective teaching and successful learning - every bit as much as those that struggle rather more.
5. Over the last 20 years our initial expertise with SEND has developed into a much broader expertise with how children learn.
6. So, we have a TEACHING AND LEARNING CENTRE (TLC) in each school, whose staff work with the students with SEND and all other staff to develop excellent teaching practices across the school.
7. The Clayesmore Prep School (CPS) department is led by the SENCO for CPS, who works in close consultation with the Assistant Heads and the CSS SENCO. The Clayesmore Senior School (CSS) department is led by the SENCO for CSS, who works in close consultation with the Assistant Heads and the Deputy Head Academic. The SENCOs are supported by teams of very skilled and experienced teachers.
8. Queries addressed to the SENCO will be considered by the holder of that position in the relevant part of the school, in consultation with the Assistant Heads. When appropriate, queries may be passed on to another relevant person.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Identifying Pupils with SEND

9. Clayesmore School identifies pupils as having Special Educational Needs/Disability if they meet the definition as set out in the SEND Code of Practice (DfE, September 2014). This defines SEND as;
 - a. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - b. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or

- ii. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age
 - c. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- 10. The school can provide special educational provision for pupils who require provision that is different from, or additional to that normally available to pupils of the same age within Clayesmore.
- 11. There is a distinction between those that require special educational provision because they have a recognised learning difficulty or disability, and those that require learning support in the form of subject or skill tutoring (see [Learning Support](#)).
- 12. The school provides for pupils whose special educational needs broadly fall into the four areas of:
 - a. Communication and interaction
 - b. Cognition and learning
 - c. Social, emotional and mental health difficulties
 - d. Sensory and/or physical needs

The Guiding Principles of Send Provision at Clayesmore

- 13. At Clayesmore we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances. In order to raise the aspirations and expectations for all pupils, Clayesmore provides a focus on outcomes for young people.
- 14. All pupils are entitled to an education that enables them to:
 - a. achieve their best
 - b. become confident individuals living fulfilling lives, and
 - c. make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the SEND Policy

- 15. Clayesmore will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. The views of the pupil will be sought and taken into account, along with parents who have a vital role to play in supporting their child’s education.
- 16. Full access to a broad, balanced and relevant education, including an appropriate curriculum, will be given to all pupils and where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part

of a Graduated Response, which includes regular review of the progress made and adaptations¹ to the support provided as required.

Coordinating Provision for Pupils who have SEND

17. Clayesmore's provision for pupils with SEND will be coordinated by the SENCOs in both schools, who:

- a. Have an important role to play with the Head and governing body in determining the strategic development of SEND policy and provision in the school.
- b. Are members of various leadership groups / working parties within both schools.
- c. Have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an EHCP.
- d. Provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies.
- e. Are aware of the provision in the Local Offer² and are able to work with professionals providing a support role for the family to ensure that young people with SEND receive appropriate provision and high-quality teaching. With pupils entering Clayesmore from various education authorities, the Local Offer for the county in which they have their permanent address should be considered. For parents, these are found on local authority websites.

18. The key responsibilities of the SENCOs are:

- a. Overseeing the day-to-day operation of the school's SEND policy.
- b. Coordinating provision for children with SEND.
- c. Advising on the graduated approach to providing SEND support.
- d. Liaising with parents of pupils with SEND.
- e. Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- f. Being a key point of contact with external agencies, especially the local authority and its support services.
- g. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- h. Working with the Head, the Deputy Head Academic, and the Deputy Head Pastoral and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

¹ Graduated Response is the term used in the Code of Practice which reflects the steps taken to support a young person who has been identified as having a need, and is based on a model of assess, plan, do and review.

² A Local Offer gives children and young people with special educational needs or disabilities and their families' information about what support services the local authority think will be available in their local area.

- i. Ensuring that the school keeps the records of all pupils with SEND up to date.
19. There is a specialist team of people who support the work of the above-named people. These are listed in the school calendar and their qualifications, roles and responsibilities can be requested via the school or TLC office.

Admission Arrangements for Pupils with SEND

20. The admission arrangements for pupils with SEND who do not have an EHCP are the same throughout Clayesmore. The SENCOs, in consultation with the Head of CPS or CSS, will decide if the school is able to meet the needs of the individual. This will depend upon the nature and amount of support required, and the expertise available. If Clayesmore is deemed unable to meet the needs of a pupil at admission, alternative provision will be suggested, where applicable.

Facilities and Support Provided for Pupils with SEND

21. Clayesmore has a dedicated Teaching and Learning Centre (TLC) which provides specialist support. All teachers within the TLC have undertaken, or are undertaking, training to be able to teach pupils with specific learning difficulties (SpLD). There are a number of specialist teachers who are also appropriately qualified to assess and diagnose SpLD. These assessors have Assessment Practising Certificates. The centre works alongside an external Speech and Language Therapy provider who work within the school on a number of days each week.
22. Pupils are given support as individuals or in small groups. Their TLC teacher will write an Individual Education Plan identifying their strengths, weaknesses, classroom strategies and termly targets. These may also be in the form of pupil profiles.
23. The TLCs in both schools are well resourced with teaching materials, books, and a range of IT and assistive technology solutions.
24. The school seeks to comply with the Equality Act (2010)

Funding of SEND Provision

25. The school's SEND provision is funded in part by the school, but specialist teaching is disbursed to parents and is based on individual needs. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support. Pupils who have an EHCP will have an agreed package of support.

Identifying Pupils with SEND and Determining and Reviewing Needs

26. All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from specialist staff. Where a pupil is not making adequate progress, teachers (subject teachers and/or tutors), the Assistant Head(s), parents and the pupil will collaborate to problem-solve, plan support and develop appropriate teaching strategies. The implementation of the behaviour policy and strategies for managing behaviour, will take account of a pupil's special needs. All stages of support will be in liaison with the young person.

27. High quality teaching, differentiated for individual pupils, is the first step in Clayesmore's response to pupils who have, or may have SEND.
28. The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils. Those not making sufficient progress with this level of support will be brought to the attention of the Assistant Heads and the SENCO, and a process of more specialist assessment undertaken, which may lead to the pupil being placed on the school's SEND register.

Graduated Response

29. In line with the 2014 SEND Code of Practice requirements the school will deliver a cyclical Graduated Response Model of: ASSESS → PLAN → DO → REVIEW.
30. The graduated response to a pupil's SEND will be led by the class/subject teacher/tutor, in partnership with the Assistant Heads. Where there are social or emotional needs, the deputy responsible for the pastoral matters will be involved, and may be the lead. Housemasters and Housemistresses may also be involved in these circumstances.
31. The response will commence once it has been demonstrated that high quality teaching and learning arrangements, as part of normal classroom planning, support and interventions, are not enabling the pupil to make good enough progress, and where assessment data and other feedback indicates that special educational needs are creating a barrier to learning.
32. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents.
33. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.
34. In consultation with the young person and parents, a plan will be drawn up to achieve the agreed outcomes through support and intervention arrangements in the form of an Individual Education Plan (IEP). The first step in the model is to assess and identify the needs of the individual.
35. Identification includes the use of high-quality formative assessment, as well as effective tools and early assessment materials. The main source of specialist assessment is from the school's own commissioned professionals – Specialist Teachers with Assessment Practising Certificates, teachers qualified to teach pupils with Specific Learning Difficulties, the Speech and Language Therapists who work with the school, and Health Professionals. If a pupil needs to be assessed by an Educational Psychologist, an Occupational Therapist or other health professionals, such as a paediatrician, the SENCOs, in consultation with the relevant Assistant Head will notify parents of this. Parents may be asked to arrange their own consultations. Informed parental permission is sought at each stage of the process.
36. Where applicable, the Local Authority will be contacted if an EHCP is considered necessary. This is when a pupil does not make sufficient progress, despite the school making purposeful and relevant interventions. In this case it may be appropriate to ask the education authority to carry out a statutory assessment of the young person's needs. The education authority will seek evidence from the school that any strategy

or programme for the young person in question, has been implemented for a reasonable period of time, and that a variety of strategies have been put into effect and reviewed. The education authority will need information about the pupil's progress over time, with clear documentation in relation to the pupil's special educational needs, and any action taken to deal with those needs, including any resources or special arrangements put in place.

Education Health and Care Plans (EHCP)

37. An EHCP is a document that identifies the needs of a young person and the support that will be provided for them within a school setting. Once a pupil has an EHCP naming Clayesmore, the Head, with the guidance of the SENCO, will ensure that those teaching or working with the young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place annually; if the needs of a pupil change between reviews, the local authority will be informed. A review will ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs see the education authority's Local Offer from the county in which the family's main residence is situated.
38. Clayesmore makes every effort to adapt the curriculum, the teaching and the learning environment to meet the needs of individual pupils (although we remain a mainstream school, and not one which is specialist in nature); this includes access to ancillary aids and assistive technology. Assistive technology is seen as an aid to all those who work and study in school; this leads to a more inclusive environment where a number of pupils and teachers will be using laptops and/or voice activated software as their usual way of working.

Preparing Pupils with SEND for Transition

39. Clayesmore helps young people with SEND start to plan for their future adult life as early as possible. Although this is taken into consideration, any planning for times of transition should ensure that options are not limited. The aim is to support pupils to go on to achieve the best possible outcomes in employment, independent living and participation in society.
40. Clayesmore has specific duties to prepare young people with EHCPs for the transition to adulthood. The review of an EHCP builds on previous reviews and existing plans. Reviews allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about the right school and relevant qualifications, and the longer-term outcomes that the young person wants to achieve in their adult life.

Governing Body Evaluation of the Education Provided to SEND Pupils

41. The attainment of every child at Clayesmore, whether they have SEND or not, is tracked throughout their time in the school and each year the Deputy Head (Academic) or the relevant Assistant Head reports formally to the Governors' Senior

School Committee on the performance in public exams of all students in the school. Additionally, the school provides its SEND data to CReSTeD as part of the CReSTeD inspection process.

Keeping Staff Current with their Knowledge and Practice of SpLD and SEND

42. The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;
- a. Skill sharing and the demonstration of teaching techniques and strategies organised within the school
 - b. Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists, including weekly training from the SENCO at the staff briefing
 - c. Attendance at courses offered by external providers, accredited and non-accredited
 - d. Other courses which are relevant to the work being undertaken.
43. Training and professional development can be generated by staff interest or can be undertaken at the request of a member of SLT or the SENCOs.

Complaints Process Concerning SEND Provision

44. Any complaints from parents of pupils with special education needs concerning the provision at the school should be made through the procedures set out in the complaints policy.

LEARNING SUPPORT

44. The Teaching and Learning Centre is used by a variety of students who do not qualify to be on the SEND register. For example, short-term mentoring and/or organisational help is sometimes agreed with pupils and parents. A register of these students is held in the TLC.

Appendix 1

Fee Structure for Additional Support

(All costs inclusive of VAT)

Specialist one-to-one teaching in the Teaching and Learning Centre (TLC):

Years 1 to 8

Band 1 - 50 lessons across three terms - £900 per term - £2700 pa

Band 2 - 100 lessons across three terms - £1302 per term - £3906 pa

Band 3 - 150 lessons across three terms - £1812 per term - £5436 pa

Band 4 - 200 lessons across three terms - £2580 per term - £7740 pa

Years 9 to 11

Band 1 - 50 lessons across three terms - £930 per term - £2790 pa

Band 2 - 100 lessons across three terms - £1356 per term - £4068 pa

Band 3 - 150 lessons across three terms - £1956 per term - £5868 pa

Band 4 - 200 lessons across three terms - £2760 per term - £8280 pa

Years 12 to 13

Charged per one-to-one session - £46.80

TLC charges include exam access arrangement assessments if required

[JCQ Guidance for parents, carers and students about exam access arrangements](#)

Speech & Language Therapy - £63.60 per session

Executive Function Coaching

6 x weekly individualised sessions - £30 per session

Emotional Literacy Intervention (ELSA)

First 6 sessions at no additional cost.

Additional ELSA sessions - £46.30 per session

SENA application - Cost for assessment and writing report - £63.60 per hour up to a maximum of £330.