Radnor House
SEVENOAKS
celebrating every individual

SEND Policy

Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupils, Parents, Guardians and Caregivers

Availability:

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:





David Paton
Head

Ian Davies
Chairman of the Board of Directors

Reviewed: September 2026
Next Review: September 2027

1. Introduction

1.1. Radnor House Sevenoaks ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

1.2. In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- The Education (Independent School Standards) Regulations 2014 (as amended)
- ISI Inspection Framework, September 2023 (last updated September 2024)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
- Equality Act 2010
- Children and Families Act 2014
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non-statutory advice (May 2014)
- Statutory framework for the early years foundation stage, last updated 2025
- Keeping children safe in education, September 2026

1.3. This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

2. Definition of special educational needs

2.1. 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 them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools,

2.2. The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

2.3. Children will not be 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.

3. Definition of disability

3.1. A child or young person is disabled if they have a physical or mental impairment which has a

substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long-term means that the impairment will have lasted or is likely to last for 12 months or more.

3.2. Not all pupils who have SEN are disabled and not all disabled pupils have SEN but the School recognises that, understandably, there is an overlap.

4. Identification and Assessment of Special Educational Needs and Disabilities

4.1. The School's curriculum, plans and schemes of work take account of adaptive teaching strategies and the needs of all pupils. The School regularly reviews pupils' progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

4.2. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

4.3. On entry, students are screened to give 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. In the Prep School, all students in Reception to Year 6 are baseline assessed in September. Additionally new joiners throughout the year will sit the CAT4 test or the CEM test depending on their age. This data feeds into class teacher assessment and our termly pupil progress meetings.

4.4. If, despite significant support and intervention, the School has evidence that a pupil 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 pupils, may seek further advice, consultation, or assessment from external professionals.

4.5. 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.

5. Reasonable adjustments

5.1. The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

5.1.1. to policies, criteria and practices (i.e. the way the School does things); and

5.1.2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

5.1.3. There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;

- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

5.2. The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants; physical accessibility is instead addressed through the School's Accessibility Plan, in line with Schedule 10 of the Equality Act 2010. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

5.3. School staff seek to understand the needs of every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they can hear and concentrate.

5.4. Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make. Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

5.5. Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, and additional support funded by the parents or other external sources.

5.6. If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with the teacher. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

6. Recording progress of pupils with SEND

6.1. The School will record the progress of, and any support for, pupils with significant learning difficulties or disabilities, or where they have an Education, Health and Care Plan. This will be recorded by way of Personalised Provision Plans/IEPs. This is drawn up in consultation with the pupil's teacher, the SENDCo, the pupil and their parents and kept on the School's information system, iSAMS.

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

7.1. The majority of pupils with special educational needs or disabilities will have their requirements met by the School's SEND Support interventions. However, some pupils may benefit from an EHC needs assessment to determine whether it is necessary to make special educational provision. The purpose of an EHCP is to make special educational provision to meet the needs of pupils, securing the best possible outcomes for them across education, health and social care, and preparing them for adulthood.

7.2. 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).

7.3. 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 the local authority, informed by advice from education, health and social care professionals, about whether the pupil 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.

7.4. See Appendix B and C for Senior and Prep referral system.

8. Focused SEND Interventions

8.1. The School understands that, at times, pupils require more focused interventions and provision to assist progress and attainment. The type of need will determine the provision required. These can include, but are not limited to, Lexia, Nessy, the Beyond Limits workshop or early morning booster groups.

8.2. Class-Based Support may include:

- Personalised Provision Plans/IEPs, produced and uploaded to shared areas of the student's iSAMS profile, providing all teaching staff with effective support strategies.
- In-class support across the curriculum. In the Prep School, Teaching Assistants predominantly work with specific classes: Preschool, Reception, Year 1, Year 2 and Year 3. However, in partnership with the class teacher and the SENDCo, Prep TAs will work with small groups of older pupils to deliver specific support, for example, handwriting. Teaching Assistants work in class and under the direction of the class teacher, ensuring resilience and independence are encouraged amongst pupils.
- Modified timetables for targeted pupils with SEMH needs, in conjunction with the Head of Prep, Deputy Head Pastoral & Inclusion (Prep), and, in the Senior School, the Head of Year and Deputy Head Pastoral (Senior).
- Individual interventions dependent on a student's 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 SENDCos work closely with the allocated members of the Prep and Senior Leadership Teams, Designated Safeguarding Leads and the Estates Manager, who oversee physical access arrangements.
- For examination access arrangements, this SEND 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 Examinations Officer.
- Within the Prep School we also offer a range of early morning intervention and booster groups such as maths key skills, English key skills, handwriting and spelling.

8.3. Social, Emotional, and Mental Health (SEMH) Support

8.3.1.This may include:

- In both Prep and Senior Schools, pupils who are experiencing SEMH difficulties will, upon assessment of needs, have access to SEND and external agency support where applicable. The SEND Department is overseen by the SENDCos in Prep and Senior and offers a range of interventions to assist in meeting the needs of pupils who have barriers to learning.
- Reintegration programmes are organised by the pastoral teams within the School in collaboration with class teachers, the DSLs, Heads of Year (Senior) and/or the Deputy Head Pastoral & Inclusion (Prep).
- Counselling is available and delivered by an external service based at the School. This is a self-funded service.
- As part of a whole-School approach, PSHEE is overseen and coordinated by an allocated member of staff in the Prep and Senior Schools who works closely with the SENDCos in

the Prep and Senior Schools where needed and the DSLs to ensure SEMH needs are understood by pupils. This is built into our schemes of work 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 Leads (DSLs) or through the MyConcern portal; it will not be shared indiscriminately with others. However, in order to protect the best interests of pupils, 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.

8.4. Safeguarding and pupils with SEND

8.4.1. The School recognises that pupils with SEND and/or disabilities may face additional safeguarding vulnerabilities and may experience barriers to recognising, disclosing or communicating abuse, neglect or other welfare concerns. Staff should remain alert to the possibility that indicators of abuse, neglect, exploitation or mental health concerns may be misattributed to a pupil's SEND or disability.

8.4.2. The SENDCos work closely with the Designated Safeguarding Leads to ensure that safeguarding concerns relating to pupils with SEND are identified, recorded and responded to in line with the School's Safeguarding Policy and Keeping children safe in education.

8.4.3. Safeguarding, PSHEE/RSHE and online safety education will be adapted, where appropriate, so that it is accessible, inclusive and age- and stage-appropriate for pupils with SEND.

9. Liaising with External Services

9.1. External support services are important in helping the School identify, assess, and make provision for pupils with SEND. Referral to services will be made by the SENDCos (Prep/Senior) in discussion with class teachers (Prep/Senior), Heads of Year (Senior) and the Prep and Senior Leadership Teams where necessary. All external services involvement will be carried out with the permission of parents/carers.

10. Primary Transition

10.1. The Prep School SENDCo (Deputy Head Pastoral & Inclusion) works with the Senior School SENDCo and with primary school colleagues to ensure a transition plan is in place for all pupils with an EHCP or SEND Support; the process includes the Senior School SENDCo liaising with the child's previous School SENDCo. As part of the transition period, pupils attend an induction day where they will meet key members of the pastoral team and SEND Department. All parents/carers of pupils 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 Personalised Provision Plan (PPP)/IEP where needed.

11. Post 16 Transition:

11.1. We have a designated team that works closely with our pupils moving into further education. This consists of the Head of Careers and the Head of Sixth Form. During the KS4 to KS5 transition, all information is passed to college SENDCos if pupils are moving on. Where appropriate, further meetings between the 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 provision required for KS5.

12. Supporting Students with Medical Conditions:

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

13. Monitoring

13.1. Pupils with a disability or SEN will be identified as part of the School's SEND overview, so that provision to meet their needs can be routinely planned for and monitored. As pupils progress, they may be removed from SEND Support. When monitoring progression, the following factors will be considered to determine whether they may have had an impact on pupil 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).

13.2. The monitoring and assessment of progress will be carried out by the SENDCos in Prep and Senior Schools in collaboration with teaching staff, teaching assistants (Prep), relevant external services (when they have been involved with the provision process), the Designated Safeguarding Leads (DSLs, where applicable), and the Prep and Senior Leadership Teams.

14. Three-year accessibility plan

14.1. In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

14.2. A copy of the School's Accessibility Plan is available via the website, My School Portal or on request from the School Office.

15. Training and Resources:

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

16. Governor and staff responsibilities

16.1. The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the Board of Directors fully informed of the implementation of the School's policy in practice.

16.2. The Senior School SENDCo is Alanna Anderson, the Prep School SENDCo is Shona Bliss. Their responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Head and Board of Directors.
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEND, including those who have Education, Health and Care Plans (EHCPs)
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

16.3. All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

17. Board of Directors:

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

18. Coordination of SEND:

18.1. The School's SEND provision is led and coordinated by two SENDCos: Prep and Senior. As part of this role, the SENDCos ensure the timely completion of annual reviews, updating and maintaining provision maps, Personalised Provision Plans/IEPs, disseminating strategies of support, liaising with parents/carers, staff, and outside agencies, and the timetabling and deployment of TAs (Prep School). The SENDCos also oversee the SEND Department and interventions offered to pupils.

19. Teachers:

19.1. Class teachers have a responsibility to adapt lessons to meet the needs of all pupils and ensure that suitable educational provision is made within the classroom for pupils who have SEND. Teachers are responsible for liaising with tutors, Heads of Year (Senior), parents/carers, and the SENDCos regarding the pupil's learning development. Their work will entail, at times, directing and advising TAs within the classroom (Prep), alongside ensuring they provide work that is suitably adapted to ensure it is accessible for pupils who have SEND.

20. Teaching Assistants:

20.1. As 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 pupils experience inclusivity and learn the importance of independent learning. To do so, in line 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 pupils are comfortable to request help when needed, whilst gradually building confidence and resilience to tackle tasks with decreasing assistance.

20.2. In addition, the team of highly skilled TAs delivers small group literacy, numeracy,

handwriting, and SEMH interventions.

21. Parental responsibility:

21.1. To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENDCo with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

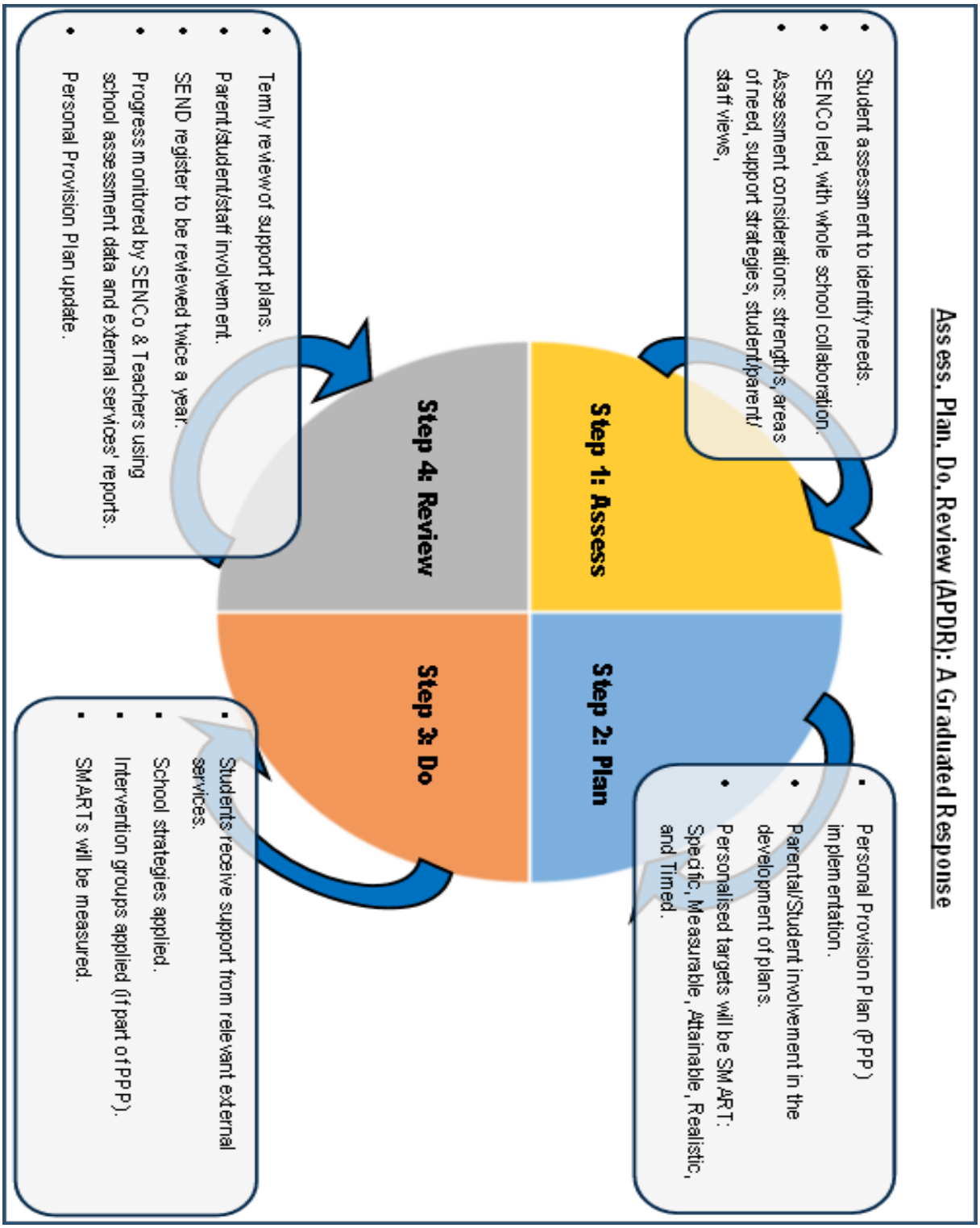
22. Concerns

22.1. The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENDCo if their child's progress or behaviour raises concerns.

22.2. We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure, which applies equally in the EYFS setting, is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Appendix A (Assess, Plan, Do, Review):

A graduated response to assess and plan for student needs is adopted using the APDR process:



Appendix B: SEND Senior School Referral Process

Stage 1: Send Concern

HoD's, Teachers, Tutors, HoS

Apply QFT Strategies

Intervention *Must* be evidenced

If no improvement complete SEN referral via Intranet

Stage 2: SEND Concern

Round Robin to gather information from all teachers regarding the need raised.

SEND Dept - Liaise with pastoral team, parents and external agency if applicable.

If a student is receiving additional support i.e external agency involvement or 1:1 they willl move from an M to a K (SEN support) on SEN Register.

Only AA/EC to collate and complete external agency documentation.

Updates of referral and outcome of investigation will be shared via SEND Radar.

Appendix C: SEND Prep School Referral Process

Stage 1: Send Concern

Class teacher/Specialist teachers/ Head of Key stage

Apply QFT Strategies and monitor the impact.
Arrange an initial meeting with parents to share concerns around where the child is struggling and what support you are putting in place. NB- When discussing with parents please **DO NOT** suggest a diagnosis- we are not qualified to diagnose – but suggest the areas of SEND concern (cognition and learning, communication and interaction, SEMH, Sensory/physical

If no improvement request SEN referral- See stage 2.

Stage 2: SEND Concern - SENDCO

Fill in MS form: Fill | Prep- Note of SEND concern also linked in the Prep T&L Team.

SENDCo will gather feedback from specialist teachers.

SENDCo will decide whether to monitor or intervene depending on information received.
Lesson support and observations where necessary will commence, advice and any more specific QFT or adaptive teaching strategies will be advised to aid in learning updated on iSAMS/Class Passports/Provision Maps– regular monitoring and check ins between class teacher and SENDCo.

If a student is receiving additional support i.e external agencies involvement, specific intervention from the SENDCo or 1:1 they will appear on the Dashboard a Purple star or Blue star) on the SEND Register.

K or Purple Star- Students will have provision and targets on the class provision maps or a personalised provision plans with targets set for the specific support in place if receiving 1:1 support.