



# High March

## **SEND (Special Educational Needs and Disability) Policy**

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| This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2 |
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## **High March**

### **Special Educational Needs and Disability (SEND) Policy**

#### **Introduction**

High March is committed to providing an inclusive, nurturing environment where every child is supported to thrive. Our approach follows the SEND Code of Practice (2014, updated 2020 and 2024) and all relevant statutory guidance. We work closely with pupils, parents, and staff to ensure needs are identified early and support is both effective and compassionate.

#### **Aims**

- To take a child-centred, strengths-based approach that values wellbeing and learning.
- To identify additional needs early and respond with appropriate support.
- To ensure all pupils, including those in EYFS, have access to a broad, balanced and inclusive curriculum.
- To maintain open, supportive communication with families.
- To celebrate neurodiversity and promote understanding across the school community.

The Special Educational Needs and Disability Code of Practice (2024) makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff. At High March, **inclusive high-quality teaching** is the first step in responding to children with additional needs, SEN (or indeed to those without). When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children they teach. Teachers in the classrooms take account of these requirements and make provision, where necessary, to support individuals to enable them to participate effectively in curriculum and assessment activities.

However, even when all these elements of inclusive high-quality teaching are in place there will still be some children who are struggling to make progress because of their additional needs. Children who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice (2024) states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. The following sets out the High March commitment and practice in implementing support for children who need additional provision to enable them to achieve the aims of our policy.

## **Early Identification**

At High March we believe that early identification and provision for any child who may have additional learning needs is vital. The earlier action is taken, the fewer barriers to learning the child will experience and the greater success they will achieve. The key indicator for the need for action is from evidence that current rates of progress are inadequate.

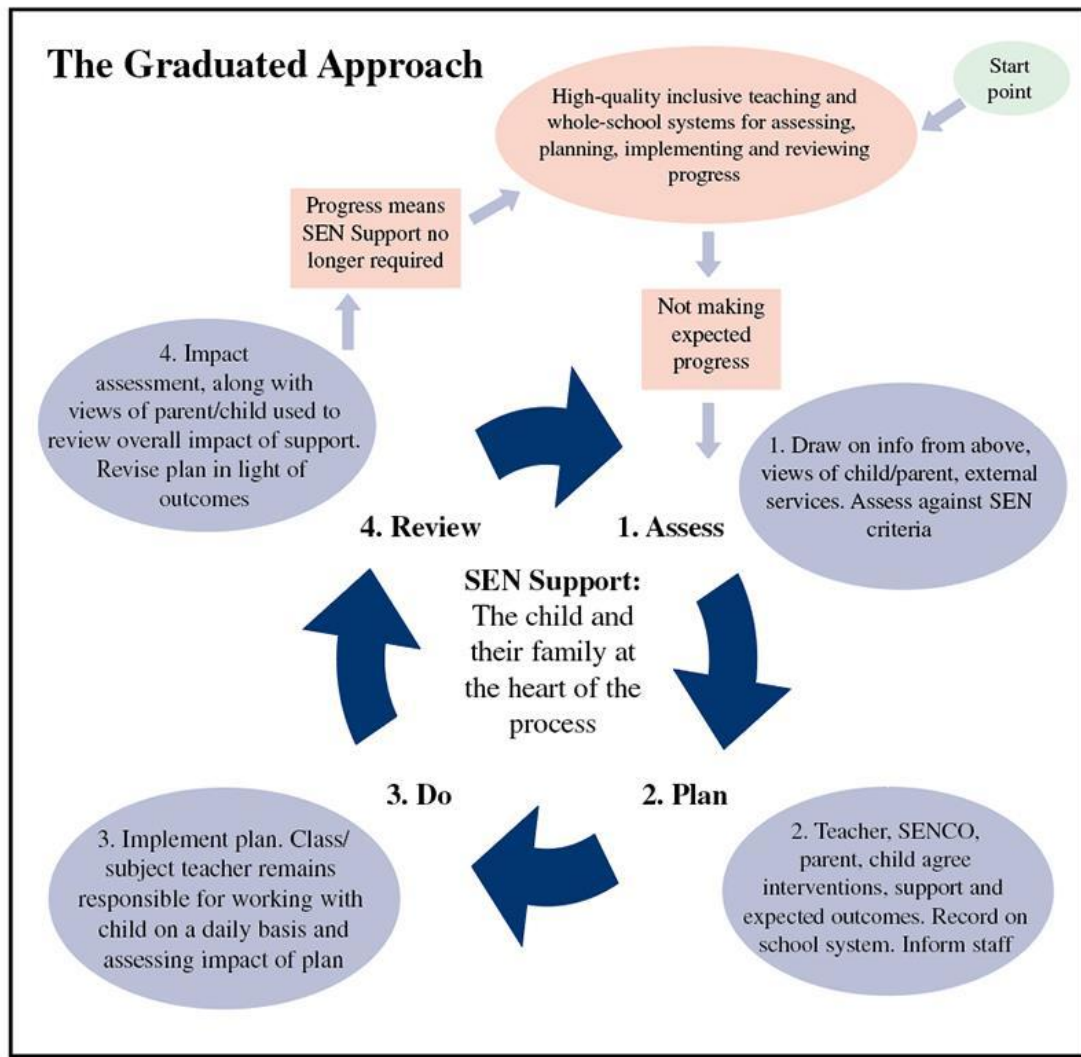
Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and her peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's attitudes and behaviour.

## **The Graduated Approach to supporting children with SEND or additional needs at High March**

At High March we meet the needs of children with additional learning needs and/or SEN by implementing the Graduated Approach using the assess, plan, do, review cycle. Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases.

At High March, the child and their family are right at the centre of the cycle. Starting with them and gathering their views is essential to ensuring the graduated approach works effectively.



### 1. Assess

Teachers monitor progress through day-to-day learning in the classroom, assessments and standardised tests. Concerns are shared with the Head of Learning Support (SENDSCO), and parents are informed early of the plan to support their child. Where relevant, recommendations are made to seek specialist advice e.g. speech and language therapist. Children identified as having additional needs, but do not have diagnosed SEND are added to the **Monitor Group** so that their progress can be monitored through the assess, plan, do, review cycle.

### 2. Plan

Targets and support strategies for children with identified additional needs and/or SEND are agreed with children, parents and staff. Planned support could include:

- Adaptive quality-first teaching with appropriate adjustments.

- Targeted small-group intervention or one-to-one learning support sessions.
- Access arrangements for assessments (e.g., extra time, larger print).
- Adapted resources such as coloured exercise books, wobble cushions or assistive tools.
- Specialist teaching support.

Once the support plan has been agreed, it is recorded on provision registers. Children in Nursery to Year 2, who have additional support or adjusted provision in the classroom have their provision recorded on the '**Junior House Pupils with Additional Provision Register**'. Children in Year 3 to 6 have their provision recorded on the '**Upper School Pupils with Additional Provision Register**'.

Where relevant external specialists' recommendations will be implemented e.g. Hearing Support Teacher advice. For many children a short boost of intervention successfully fills learning gaps, for others longer term support is beneficial and is documented by the SENDCo on an individual provision map, called a **Learning Success Passport**. Learning Success Passports are created in partnership with the child, parents and teachers and include the child's views of her strengths and challenges, the parents' views, a summary of any professional assessment reports, recommendations to best support the child's well-being and learning in school and any additional provision or resources they receive. Learning success passports are shared with the child's parents and all teaching staff, including relevant information being shared with external staff such as peripatetic teachers.

### **3. Do**

Teachers deliver high-quality, adaptive teaching. Teachers implement the recommendations on learning success passports, strategies may include providing visual prompts and adjusted provision such as overlays or seating aids. Teaching assistants and learning support teachers may provide additional support.

### **4. Review**

Progress is monitored continuously. Communicating with and working in partnership with parents is a priority. An open-door policy is maintained. Formal reviews between teachers and parents of children receiving additional support are incorporated as part of existing parents' evening meetings.

### **Identifying SEND**

Where concerns about a child's progress continue, teachers have discussions with the child, their parents and the Head of Learning Support (SENDCO). A child may benefit from being assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. With the consent of parents, children with a diagnosed special educational need are included on the High March **SEN Register**. The

SEND Code of Practice's (2024) four 'Areas of Need' are used to identify the child's Primary Area of Need:

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

Any additional areas of need are also recorded.

The Head of Learning Support (SENDCO) shares the SEN register with teachers and the Senior Leadership Team. The SEN Register is updated every time a new child receives a professional diagnosis of a special educational need.

### **Working with Families**

We value supportive, positive partnerships with parents. Concerns, assessments and plans are discussed openly, and we review progress regularly. Parents are encouraged to share relevant assessments or reports to help us build a clear understanding of their child's needs.

### **Education, Health and Care Plans (EHCPs)**

A small number of pupils may require an EHCP if their needs cannot be met by SEND support alone. If appropriate, the school will work with Buckinghamshire Local Authority to request an assessment and will continue to support the family throughout the process.

### **Children with Disabilities**

At High March we recognise our duties regarding equality and inclusion for children with disabilities under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for children with disabilities to prevent them being put at significant disadvantage. We promote equality of opportunity generally so that barriers to learning are removed or reduced. We have a fully developed three-year accessibility general plan (Senda Accessibility Plan annually reviewed) to improve facilities constantly and provision for the disabled and three year specific plans for individual pupils. We expect all staff to be aware of this policy and to treat people with disabilities, whether pupils, staff or visitors, fairly, with respect and in accordance with this policy.

### **Medical Conditions**

We work with families and relevant staff to ensure that medical needs are understood and supported. Information is recorded sensitively on our school systems and shared with staff when necessary for pupil safety and wellbeing.

### **Transitions**

The SENDCO supports transitions at key stages, ensuring information is shared effectively to help pupils feel confident and prepared.

### **Staff Training**

Staff receive ongoing training to ensure they understand SEND and are confident in implementing supportive strategies. The SENDCO provides guidance, resources, and professional development.

### **Admissions**

High March operates a non-selective Admissions Policy. All prospective parents are invited to bring their child for a tour around the School so that the pupil and parents can see the facilities with a view to making a decision as to whether the School is the appropriate School with the appropriate resources and facilities to select for their child.

The School's Admission Policy makes provision for the disclosure of disability and special needs and there is a commitment by the School to deal appropriately and supportively in the admissions process, making reasonable adjustments as necessary. The School therefore fulfils an anticipatory duty as defined in the Act.

The School will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of School. No child will be refused a place at the School on the grounds of disability before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Headmistress, the Senior Management Team, the Head of Learning Support (SENDCO) and others whose expertise may be relevant. In order to enable the School to fulfil its obligations in this regard, parents are required to share all and any professional expert reports undertaken to assess the child's needs and potential support required.

### **Related Policies**

- Admissions Policy
- Anti-Bullying Policy
- Inclusion Policy
- Safeguarding and Child Protection Policy
- Curriculum, Teaching and Learning Policy

**High March remains committed to fostering a warm, inclusive community where every child is supported to flourish.**