



YORK HOUSE

SEND and Learning Support Policy

Reviewed September 2025

This Policy applies to all sections of York House School, including EYFS

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Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it.

We must fulfil our statutory duties towards children and young people with SEND or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEND or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

POLICY ON LEARNING SUPPORT

Introduction

York House School is an independent school for girls and boys aged 3-13 years. All pupils are entitled to and receive a broad, balanced education. It is the aim of the School to provide the best educational opportunities for the children, in order for them to become self-reliant, have a positive outlook and leave people and places better than they found them.

Within the community of the school, the children are expected to work hard, to respect others and to co-operate in the smooth running of the community. The School seeks to educate the whole person through a broad and balanced curriculum, with a wide range of extra-curricular activities, so that each boy or girl can achieve his or her potential and develop the self-esteem which will enable a confident move to the next stage of education.

It is the belief of the school that every teacher is a teacher of every child, including those with Special Educational Needs (SEND). In order to meet the needs of the children across a spectrum of ability, the staff will endeavour to provide a level of differentiation in order to achieve the desired outcomes for the children in our care. There can be no substitute for high quality teaching, adapted for individual pupils. This should be the first step in responding to pupils who have or may have Special Educational Needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

Aims

Our overarching aim is to provide a positive, supportive and nurturing environment for children to learn and achieve their potential by paying attention to these specific areas:

- creating a secure, accepting, collaborating and stimulating environment where everyone is valued
- understanding that every child learns differently and catering for different learning needs
- providing a highly creative, multisensory curriculum designed for children with a range of Special Educational Needs
- acknowledge and support every pupils' individual areas of need
- ensuring all children are given appropriate support so that they can fully access and engage with the Curriculum
- ensuring all children are fully included in all activities of the school in order to promote high levels of achievement and emotional well being
- personalising the curriculum so that each child can be challenged yet still achieve
- offering a varied and changing selection of extra-curricular activities
- supporting every child's individual areas of need by creating a pupil passport where the child's voice is paramount to the support they receive
- Use IT to help individual children become confident and independent learners
- forming solid links with parents and other agencies to fully support the children

Objectives

1. To identify, monitor and provide for pupils' individual areas of special educational needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Head of Learning Support who will oversee the implementation of the SEND and Learning Support Policy.
5. To provide support and advice for all staff on working with special educational needs pupils

How we aim to meet these objectives

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at York House School are available to children with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the day to day curriculum, standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed

through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.

- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and how to support individual children.
- Termly planning and reviewing of pupil passports for all pupils with SEND, involving both parents and pupils as much as possible.
- Half termly reviewing of Individual provision maps for those children with EHCPs.
- Ensuring that advice from outside agencies is sought and incorporated into individual provisions and adaptations.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, CLT, Department leader, Head of Learning Support/SEND teacher in PP, Class teacher.
- Ensuring that all staff work together to make reasonable adjustments for each child.
- Listen to and value parent's concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through the provision of social skill groups alongside the PLT.

This policy has been informed by the following legislation and regulations:

- The SEND Code of Practice: 0-25 years 2015
- The Children and families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Definition of SEND:

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties.

TYPES OF SEND

SEND is divided into 4 broad areas of need:

- Communication and Interaction including children with Speech, Language and Communication Needs (SLCN) such as Speech and Language delay, impairments or disorders and children with Autistic Spectrum Disorder (Asperger's Syndrome and Autism)
- Cognition and Learning including children with Moderate (MLD), Severe (SLD) and Profound and Multiple Learning Difficulties (PMLD) as well as children with Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia

- Social, Emotional and Mental Health including children who are withdrawn or isolated, display challenging, disruptive or disturbing behaviour, hyperactive or lack concentration.

- Sensory and/or physical needs including vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and physical disability (PD).

- Disability Many children who have SEND 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but where a disabled child requires special educational provision, they will also be covered by the SEND definition.

Roles and Responsibilities

York House School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Headmaster/ Deputy Headmaster/ Assistant Heads:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, the learning support team, support services, parents and pupils.
- To ensure that the needs of SEND children are met within the school.

CLT/PLT/Heads of departments

- Ensure the curriculum meets the needs of all children.
- Monitor progress and identify children who are not making the required progress.
- To resource department to ensure all children’s learning styles are being met.
- To liaise with Learning Support team about SEND children.
- Ensure mental health needs are met through discussion with Learning support team.

Head of Learning Support: Oversees support across the school but mainly works with children from Years 3 – 8.

SEND teacher: works with children from Nursery – Year 2.

- To play a key role in delivering the strategic development of the SEND and **Learning Support Policy and provision.**
- To oversee the day-to-day operation of the school’s SEND and Learning Support policy, including organising support timetables and intervention registers.
- To monitor the needs of SEND together with the Head teacher, SLT, CLT, PLT and relevant teachers.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure Pupil Passports are written and reviewed termly, for pupils with Special Needs.

- To ensure that provision for pupils with SEND is mapped.
- To work with the Headmaster to manage the SEND budget.
- To ensure that the impact of SEND interventions is assessed for each pupil.
- To meet regularly with the Headmaster to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register & provision mapping is updated regularly.
- To lead the annual review of the SEND and Learning Support Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To manage learning support team, ensuring that they have the resources and skills to deliver effective interventions.
- To lead INSET on SEND in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Class teachers

- To identify any initial concerns of children.
- To know which pupils in their class are on the SEND Register.
- To input in the individual targets for pupils.
- To ensure TAs are supporting pupils in their class, as directed.
- To provide learning experiences which are appropriate to the needs of the child
- To differentiate teaching and learning to meet the needs of all pupils.
- To ensure IT and individual provision is used as a normal way of working.
- To attend appropriate INSET and courses.

Teaching Assistants

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the Learning Support team.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND and Learning Support Policy.

Governors

- A named governor to have responsibility for the implementation of the SEND and Learning Support Policy.
- To be fully involved in developing and monitoring the SEND and Learning Support Policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of the School Improvement Plan.

- To ensure that financial resources are available to carry out the LSP.
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Headteacher, Head of Learning Support and staff

Admissions Arrangements

Should any child already have been identified with SEND, then the relevant reports should be brought to the initial meeting with the school. Discussions will then take place with the Head of Learning Support, to ensure that their needs can be met in the school.

Parents of prospective entrants to Reception, or those children entering the school in later years, are asked to complete an information gathering form disclosing any known special needs or disabilities in order for the school to decide whether it can best meet those needs.

There is also a general registration form for all parents who later accept a place at the school.

However, York House School is not a special needs school and may not be suitable for children with a high level of learning difficulty or those who need a significant level of support in order to access the curriculum.

Identification, Assessment and Provision

The school is committed to early identification (Removing Barriers to Achievement)) of special educational needs and adopts a graduated response when a concern is raised. The children who have identified challenges in their learning are then categorised into 3 stages –

Stage 1

Once a child's rate of progress has been identified as below expectations, despite having appropriate learning experiences, they will be added to the CLT Monitoring Register. Teachers and CLT are then aware that there are issues that need to be addressed and differentiated learning opportunities and strategies will be put into place within the class.

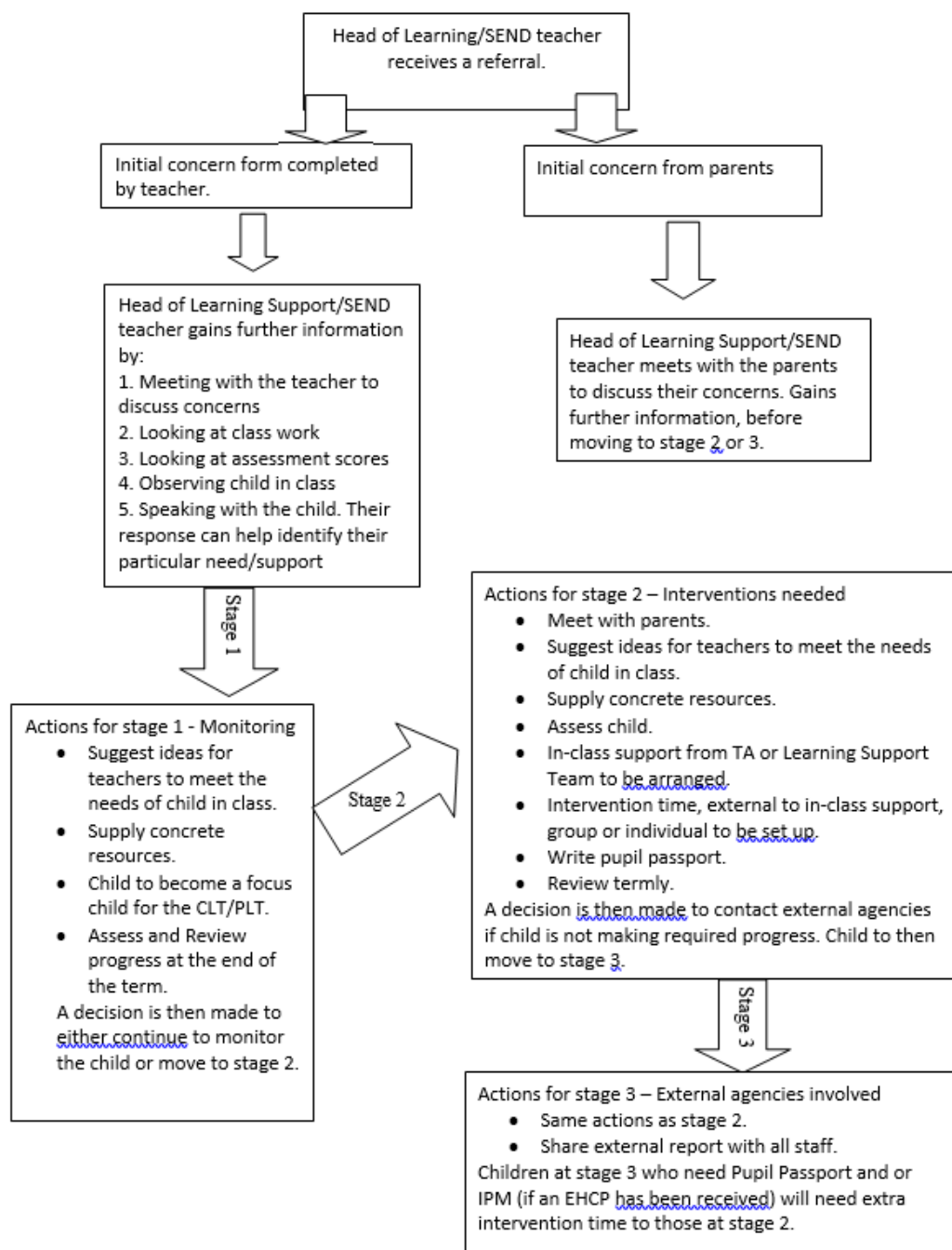
Stage 2

If a child's rate of progress remains below expectations, areas of concern are identified, parents are informed and the child is referred to the Learning Support team. (See flow chart.) There are different strands of action which then take place at the Stage 2 phase. The children within this stage can have Pupil Passports and are added to the CPM, depending on the needs of the children.

Stage 3

Children who have had external agencies involved in their learning journey are placed at stage 3. These children may or may not have a Pupil Passports. Those who do have an Pupil Passports are prioritised for support and interventions.

York House School System for Referral - There is a clear structure to the process of referring a child for additional support within school.



Monitoring and Recording

All pupils at Stage 2 are placed on the SEND register and Pupil Passports are written (appendix B). These are reviewed in liaison with relevant stakeholders. Review dates are set and progress is discussed with both the class teacher and the Head of

Learning Support. Progress is monitored by formal and informal class testing, observation, informal discussions and termly meetings. Pupils' progress is tracked. Initial concern forms are completed if a child is showing signs they are struggling. The learning support team will then action next steps to help support the child. Pupils at Stage 3 are also placed on the SEND Register and also have Pupil Passports. Those who have an EHCP and IPM targets have their targets discussed with parents at pupil progress meetings or scheduled parent meetings. Where appropriate, we also review them with the pupil, to ensure that they understand how they are progressing and can give an opinion about their targets.

Storing and managing information

Paper copies of documents relating to pupils on the SEND register will be stored in the main office and in the Learning Support room.

ISAMS is used to show staff all children who have barriers. We use the coloured star system to show individual needs for the children. They are:

- Blue star = Social, emotional and mental health concerns. Monitored and supported by PLT and Learning support department.
- Silver star = Some evidence of barriers towards learning e.g. slow progress, low attainment in some aspects of learning or a spikey profile in CATS. Monitored and supported by CLT.
- Yellow star = Identified SEND needs but no formal diagnosis. These children receive support and have access arrangements.
- Red star = Formal diagnosis from external agencies in place. These children may not need additional support but most follow the guidance for yellow star.

Google classroom is used to store all relevant documents for the children who have been identified as a yellow or red star on ISAMS. All documents are accessible by all teachers and teaching assistants. There is also a number of information sheets setting out the following:

- Access Arrangements for each identified child.
- Provision map of the whole school.
- Timetable of external to class support.
- Provision lists.
- Lesson adjustments.

(See Appendix A)

Exam Procedures

The Head of Learning Support will use supporting evidence, for example: EP report, writing speeds, reading age and reading speed to make an informed decision as to a child receiving extra time, a scribe and/or a reader for school and CE exams. These children will sit their exams in separate rooms to their peers to avoid disruption.

Education Health Care Plan

Where a request for an EHCP is made by the parent or school to an LEA, the child will have demonstrated significant cause for concern. When such a request is made, the school will provide:

- The school's action through Stage 2 and 3.
- Reviewed IPMs for the pupil
- Records of regular reviews and their outcomes
- Standardised scores in literacy and maths
- Attainments in literacy and maths (where appropriate)
- Specialist assessments and reports from external agencies
- Views of the parent and, where appropriate, the child
- Early Years Foundation Stage Goals

The Head of Learning Support/ SEND teacher will also support a parent who is applying for an EHCP.

Complaints

Should anyone have concerns or complaints about the SEND provision, they can refer to the complaints policy and the SLT.

External Agencies

The Hertfordshire Early Year's Send advisory team are consulted and visit the Early Years children if a concern arises. The learning support team and Head of Pre-prep liaise with her and act on her advice. This advice is included on a child's pupil passport. Advice from all external agencies is shared with staff via the google classroom.

The school maintains a list of Educational Psychologists to whom parents may take their child. The family GP can be consulted for Speech and Language referral. The school can also recommend ophthalmologists, if eye tracking is thought to be an issue. We are aware of EHA (Early help assessment framework) and our DSL supports the children gaining access to this team.

Advice from any external agency is clarified and acted upon by the Head of learning support.

Signed by:

A handwritten signature in black ink that reads "Jon Gray". The letters are cursive and slightly slanted to the right.

Headmaster

Date: September 2025

Signed by:

A handwritten signature in black ink, appearing to be "H. Gray". The signature is highly stylized and cursive, with a long horizontal stroke extending to the right.

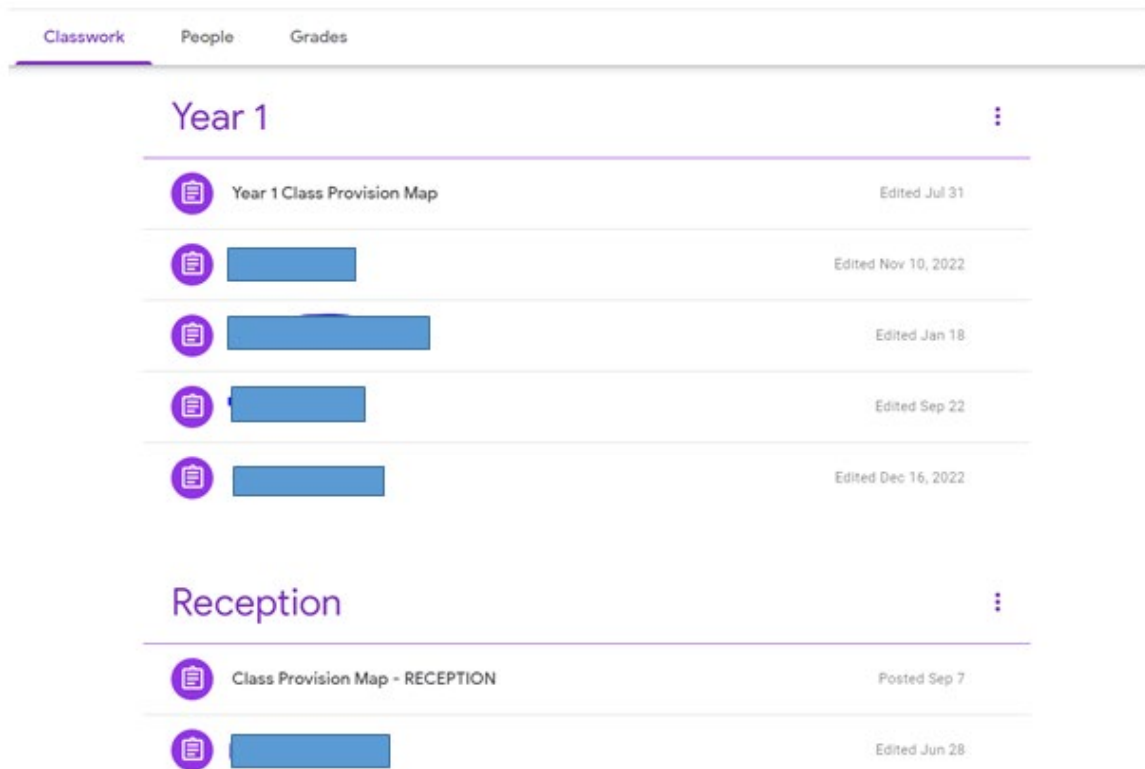
Chair of Governors

Date: September 2025

Please see Policy Review Matrix for next review date

Appendix A

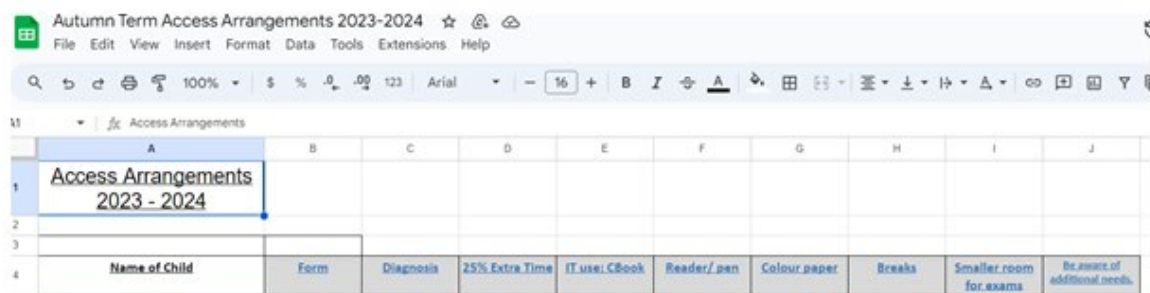
SEND Google Classroom example:



The screenshot shows a Google Classroom interface with two main sections: 'Year 1' and 'Reception'. Each section has a list of documents, primarily 'Class Provision Maps', with their respective edit or post dates.

Section	Document Title	Date
Year 1	Year 1 Class Provision Map	Edited Jul 31
	[Redacted]	Edited Nov 10, 2022
	[Redacted]	Edited Jan 18
	[Redacted]	Edited Sep 22
	[Redacted]	Edited Dec 16, 2022
Reception	Class Provision Map - RECEPTION	Posted Sep 7
	[Redacted]	Edited Jun 28

Shared Access Arrangement for the School:



The screenshot shows a spreadsheet titled 'Autumn Term Access Arrangements 2023-2024'. The spreadsheet has columns for 'Name of Child', 'Form', 'Diagnosis', '25% Extra Time', 'IT Use/CBook', 'Reader/pen', 'Colour paper', 'Breaks', 'Smaller room for exams', and 'By means of additional needs'. The first row contains the title 'Access Arrangements 2023 - 2024'.

	A	B	C	D	E	F	G	H	I	J
1	Access Arrangements 2023 - 2024									
2										
3										
4	Name of Child	Form	Diagnosis	25% Extra Time	IT Use/CBook	Reader/pen	Colour paper	Breaks	Smaller room for exams	By means of additional needs


Shared Support Timetable

Lesson Adjustments (example):

Name	Games – no physical impact sports	Physical expeditions	Comments

Appendix B

Individual pupil passport:

Name:		Student Profile			
Date of birth:				Last updated: [date]	
Year/ Form: college/year					
Access arrangements <i>Provide details of access arrangements, with a link to further information on usual ways of working.</i>		I would like you to know that: <ul style="list-style-type: none"> • • • This means that: <ul style="list-style-type: none"> • • • 	I find it difficult to: <ul style="list-style-type: none"> • • • 	<i>Provide details of the diagnosed need(s), and what that means to the learner (as discussed).</i> <i>Make sure that this information is clear and useful to staff.</i>	<i>Add specific areas that are difficult, with a focus on in-class learning but also practical challenges that staff need to keep in mind.</i>
It would support me if you could: <ul style="list-style-type: none"> • • • • 	<i>Highlight teaching and learning strategies and practical support, as agreed in prior discussions.</i>	I will support myself by: <ul style="list-style-type: none"> • • • 	<i>Set out what the learner will do for themselves as part of the process. This may provide opportunities to link to other systems of reporting.</i>		
Additional support <ul style="list-style-type: none"> • • 	<i>Provide details of the support you provide, such as SALT 2x30 sessions per week, in-class TA support or LEGO therapy once a week. Ensure this information is specific and quantified.</i>	Strategies to support <table border="1" style="width: 100%; height: 40px;"> <tr> <td> </td> <td> </td> </tr> </table>			

Appendix C

List of individualised resources:

Wobble cushions

Wheelchair

Back rest

Foot rests

Ramps

Seat wedge

Pencil grips

Use of personal ICT

Fidget toys

Ear defenders

Weighted cushions

Writing slope

Reading pens