



YORK HOUSE

SEND and Learning Support Policy

Reviewed September 2026

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Introduction

York House School ('the School') is a co-educational independent school for pupils aged 3-13. The School is committed to the equal treatment of all pupils including those with Special Educational Needs and Disabilities ('SEND'). This policy outlines how the school aims to eliminate disadvantages for pupils with SEND 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 pupils with SEND 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 SEND engage as fully as possible in the activities of school alongside pupils who do not have SEND
- 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

Legislative Context

This policy has been drawn up with regard to the Special Educational Needs and Disabilities Code of Practice: 0 to 25 Years (2015) - which provides practical guidance on how schools should fulfil their duties towards children and young people with SEND, as well as the following legislation:

- Part 3 of the Children and Families Act (2014) - which sets out Schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014) - which set out schools' responsibilities for education, health and care (EHC) plans and SEN Co-ordinators (SENCOs)
- The Equality Act (2010) - which places a legal duty on schools not to discriminate, directly or indirectly, against pupils with disabilities, and to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. This includes the provision of auxiliary aids and services, adaptations to teaching and assessment, and physical accessibility measures.

This policy is also drawn up with due regard to the guidance laid out in the Joint Council for Qualifications' Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, The Independent Schools' Inspectorate (ISI) Handbook for the Inspection of Schools (April 2024), as well as the School's own policies including, but not limited to, the content of the School's Accessibility Policy, Admissions Policy and Safeguarding Policy.

Definitions

According to the definition laid out by the Special Educational Needs and Disabilities Code of Practice: 0 to 25 Years (2015), "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."

The Equality Act (2010) defines a disability as “a physical or mental impairment” which “has a substantial and long-term adverse effect on [a person’s] ability to carry out normal day-to-day activities.” The SEND Code of Practice: 0 to 25 Years (2015) emphasises how this definition can include many children and young people with SEN and that “there is a significant overlap between disabled children and young people and those with SEN.”

Governor and Staff Responsibilities

The School takes a whole school approach to meeting the needs of all pupils, including those with SEND. All teaching staff are therefore responsible for ensuring an individual’s learning and wellbeing needs are met and following the School’s procedures for identifying, meeting and reviewing needs. The Learning Support Team coordinates and supports the implementation of any reasonable adjustments and provision needed to meet those needs. The School’s Learning Support Team consists of four Sectional Heads of Learning Support and two Intervention Co-ordinators (Academic and Wellbeing).

Staff responsibilities relating to SEND are as follows:

The Headmaster and Deputy Heads will:

- oversee all aspects of the school’s SEND provision
- keep the governing body informed of the School’s implementation of the SEND policy
- allocate roles and responsibilities to staff to ensure needs are met

The Curriculum Leadership Team (“CLT”), Pastoral Leadership Team (“PLT”) and Heads of Departments (“HoD”) will:

- ensure the curriculum meets the needs of all pupils
- monitor progress in order to identify pupils who are not making expected progress in line with the School’s referral process
- resource all departments to ensure all pupil’s learning needs are met
- liaise with the Learning Support Team about SEND pupils
- ensure mental health needs are met in liaison with the Learning Support Team

The Heads of Learning Support will:

- co-ordinate all aspects of SEND provision across the school, with each Sectional Head of Learning Support being responsible for SEND provision throughout their section (EYFS, Years 1-2, Years 3-4, Years 5-8).
- oversee identification, assessment and support of pupils with SEND
- maintain and review digital SEND records, ensuring all staff have access to sufficient information regarding the needs and provision in place for all pupils
- liaise with teachers, medical staff, parents and external specialists
- ensure effective implementation of all provision related SEND
- manage resources related to SEND provision
- provide or arrange staff training and CPD around SEND and support and advise colleagues on SEND matters
- report to the Head and Governing Body on SEND provision

Class Teachers will:

- identify and report any initial concerns in line with the SEND referral process
- know pupils with SEND and their individual needs
- plan and provide Quality First Teaching which is inclusive of all pupils
- ensure Teaching Assistants are supporting pupils in their class, as directed.
- provide learning experiences which are appropriate to the needs of the child
- ensure Assistive Technology (“AT”) and other individual provision is used as a normal way of working, where directed
- attend appropriate INSET and CPD opportunities

In addition, Form Tutors will:

- have a good understanding of the needs of all pupils in their form
- support communication between the Learning Support Team and parents with regards to SEND
- write and submit Pupil Passports for any pupils with SEND within their form, setting manageable targets to be reviewed at regular intervals

Teaching Assistants will:

- carry out any intervention or support planned by the class teacher and the Learning Support team, under the guidance of the class teacher and the Learning Support Team
- have a good understanding of the needs of pupils in their Section
- support pupils in class using appropriate resources, under the guidance of the class teacher
- attend appropriate INSET and CPD opportunities

A named Governor will have oversight of and responsibility for the implementation of the SEND and Learning Support Policy.

In addition to this, Governors will:

- be involved in developing and monitoring the SEND and Learning Support Policy
- have up to date knowledge of the School’s SEND provision, including the deployment of personnel and material resources
- ensure sufficient resources are available for quality SEND provision
- ensure that SEND provision remains an integral part of the School Improvement Plan
- ensure the quality of SEND provision is continually monitored
- ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- liaise with the Headteacher, Learning Support Team and staff about the School’s SEND provision

Admissions

The School welcomes applications from candidates with SEND. The School maintains a selective policy for admissions but the intake is mixed ability by nature. Pupils undergo age-appropriate assessments prior to entry. The assessment process ensures a match between the education we offer and the candidate's needs. In accordance with the School's Admissions Policy, parents are asked to share all relevant SEND or medical information at the point of application. Reports from specialists (if any) should be submitted before assessment or entry. Adequate provision will be made for any candidate sitting entrance examination or testing, following discussion with the School about the candidate's needs, preferably supported by relevant documentation from medical professionals or Educational Psychologists.

The school will then assess whether it can reasonably meet the candidate's needs before any offer is made.

Identification, Assessment and Provision

The School makes arrangements for special educational provision and support through its graduated approach framework, following a cycle of Assess-Plan-Do-Review.

Identification

The School is committed to the early identification of needs for all pupils, which may arise from a variety of sources, including, but not limited to, information on admission, parental concern, teacher feedback and observation, formal screening and external professional reports.

Referrals

Where an initial concern is raised by teachers or parents, the School follows a standard referral process to ensure the identification of needs is carried out in a timely and consistent manner.

The referral process:

Step 1: Following observation or feedback from staff and/or parents, a form tutor will fill out a web-based Initial Concern Form

Step 2: This information will be reviewed by the Learning Support Team in conjunction with the PLT and CLT

Step 3: The Learning Support Team will arrange for further observation and screening to take place as appropriate

Step 4: A decision will be made on the level of support required to meet the pupil's needs

Assessment

Where a pupil, through the referral process or through the Learning Support Team's observation, has been identified as having needs that may require support additional to what is already in place, assessment and screening will take place.

The Learning Support Team will use a combination of prior assessment data, classroom observation, pupil, teacher and staff questionnaires and online screening tools (such as the SNAP screening tool offered by Hachette Learning) to determine the pupil's individual areas of need.

The School does not carry out diagnostic assessments of Specific Learning Difficulties, and any information collected should not be treated as a formal diagnosis by staff or parents. Where a formal assessment of Specific Learning Difficulties is deemed necessary, parents may communicate, in liaison with the school, with Educational Psychologists, Specialist Teachers or other qualified professionals to arrange assessment and observation within the pupil's school day. The School does not provide any list of recommended practitioners for this purpose. The School is able to signpost families towards appropriate external agencies and provide referrals as necessary.

Provision

The School operates a three-tier approach to SEND support: Universal, Targeted and Targeted Plus. The level of support provided is determined by each pupil's individual needs and identified barriers to learning, ensuring that provision is appropriate, proportionate and responsive. Further details of the School's approach can be found in the SEND Information Report.

Monitoring and Review

As part of the Review phase of the School's graduated approach, regular monitoring and review of all provisions will take place under the guidance of the Learning Support Team.

Monitoring and review will employ data from formal and informal assessment, as well as observation notes from class teachers and the Learning Support Team.

The views of parents and, where appropriate, pupil voice, will also be taken into consideration during the review process by way of termly meetings.

Individual Support Plans (ISP) will be reviewed termly by Form Tutors under the guidance of the Learning Support Team.

Accessibility and Reasonable Adjustments

In line with the Equality Act 2010, the school will make reasonable adjustments to ensure no pupil with a disability is placed at a substantial disadvantage.

Reasonable adjustments may include:

1. adaptation of policies, criteria and practices (i.e. the way the School does things);
2. provision of auxiliary aids and services (i.e. provision of additional support or assistance). Auxiliary aids and services can be anything which supports or renders assistance to pupils with disabilities including equipment and staff assistance.

The School will plan for any adjustments and communicate these with parents and (where appropriate) the pupil.

Where, despite reasonable adjustments having been made to assist a pupil's access to the School's provision, a pupil is evidently still at a substantial disadvantage, the School will draw this to the attention of the parents and make recommendations. Recommendations might include signposting towards further external professional advice, seeking a diagnostic assessment or looking into additional support funded by the parents or other external sources.

The School's Accessibility Policy can be referred to for detail around accessibility arrangements and reasonable adjustments.

Exam Access Arrangements

In line with the guidance set out in the JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments document, the School will make arrangements to ensure pupils can access the content of formal assessments without altering the demands of the assessment.

The Learning Support Team, in consultation with the CLT, will assess the needs of pupils using prior assessment data, observation of reading and writing speed and ability, reports from external professionals, and any other relevant guidance before determining what access arrangements a pupil will require to access the content of an assessment.

Access arrangements may include Extra Time (25%), a reader, scanning pen or scribe, a quiet, supervised room, and movement or rest breaks.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through their PSHE learning, the wider curriculum and the School's 'York House Way' pupil aims of the importance of respecting each other and behaving towards each other with kindness, empathy and consideration, as well as the benefits of positivity and 'leaving people and places better than when you found them'. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead ('DSL') as appropriate. The School's Safeguarding, Welfare of Children and Child Protection Policy will be followed if there are any safeguarding concerns relating to a child.

Education Health and Care Plans

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority ('LA') to make an assessment with a view to drawing up an Education Health and Care Plan ('EHCP') for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

Where the school's evidence indicates that a pupil is making appropriate progress through the provision of targeted support, adjustments, and strategies already in place, it may be concluded that an application for an EHCP is not currently advisable. This conclusion will be based on careful monitoring, review of outcomes and consideration of a pupil's needs within the graduated approach.

However, the school recognises and respects the right of parents and carers to seek an EHCP assessment. In such circumstances, the school will fully support families by providing relevant evidence, documentation, and professional input to inform any application made directly to the local authority.

If the LA refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where either a prospective pupil has an EHCP, or a current pupil obtains their first EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the LA if the LA is responsible for the fees and the School is named in the EHCP. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

The School co-operates with the LA to ensure that relevant annual reviews of EHCPs are carried out as required.

Record Keeping

The School will record support and strategies for pupils with SEND. The Learning Support Team will maintain a Learning Support master document to record and track support and provision across the whole school, as well as collecting and maintaining Pupil Passports drawn up by individual pupils' Form Tutors in consultation with the Heads of Learning Support and the pupils themselves. Pupil Passports will be kept on the School's Learning Support Google Classroom and will contain key information such as:

- outcomes sought
- teaching strategies
- additional or different provision of support in place
- involvement of any specialists or professionals
- information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to and how they affect the pupil
- date the Pupil Passport was drawn up or last reviewed

The Pupil Passports may be amended as and when circumstances change and at the request of the pupil, parent, teacher or Heads of Learning Support. The pupil (subject to their age and understanding), together with their Form Tutor and the Heads of Learning Support, will review the Pupil Passport regularly; the pupil will be encouraged to take ownership of it and to help set their own targets.

The Learning Support master document will be kept in the Learning Support Shared Drive on Microsoft OneDrive. EHCPs and additional supporting documentation relating to pupil needs or provision, including relevant reports from external professionals and the outcomes of screening processes, will be stored on the School's Learning Support Google Classroom alongside Pupil Passports, where it will be accessible to all teaching staff.

Review

The School will continue to review this policy on an annual basis to ensure the needs of pupils with SEND are being met.

Signed by:

A handwritten signature in cursive script that reads "Jon Gray".

Headmaster

Date: September 2026

Signed by:

A handwritten signature in cursive script, appearing to be "H. Gray".

Chair of Governors

Date: September 2026