



Claremont School: Special Educational Needs & Disabilities (SEND) Policy

School Division: Whole School

Policy Division: Academic

Policy Owner: Director of Learning Support

Date: September 2026

Review Date: September 2027

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1. Rationale

- We recognise that each child is an individual.
- We recognise that children with special educational needs require the greatest possible access to a broad and balanced education including the National Curriculum.
- Pupils who receive learning support display a variety of learning problems and the programmes we provide are flexible in order to cater for their differing needs.
- We believe that children will only produce their best work when they are involved with the task, when they feel they have something valuable to say and are confident that the audience will listen and be supportive.
- We aim to promote a partnership with parents in order to utilise parents' own distinctive knowledge of their child. This will contribute to our understanding of how best to help our students.

2. Introduction

- This policy informs practice in the Nursery, Preparatory School and Senior School.
- This policy relates to the SEN Code of Practice of September, 2014.
- More details about the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen
- Children with the most complex needs have an Education, Health and Care Plan (EHCP). You can view more information about this on East Sussex County Council's SEND Local Offer website: www.eastsussex.gov.uk/localoffer or on the Kent County Council's SEND Local Offer website: [SEND information hub - Kent County Council](#)
- The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in East Sussex who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- Definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act, 2014.

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 1. have a significantly greater difficulty in learning than the majority of others of the same age; or
 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs and/or disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- Children must 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. Mission Statement

- At Claremont School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.
- We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

4. Aims and Objectives

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- **Aims (Strategic)**
- This policy sets out the principles and strategies for supporting children with Special Educational Needs and/or Disabilities (SEND) at Claremont School.
- We aim to:
 - Comply fully with statutory requirements including:
 - *SEND Code of Practice (2014)*
 - *Equality Act (2010)*
 - *Children and Families Act (2014)*
 - *Education Inspection Framework (EIF 2019, updated 2022)*
 - Ensure that, regardless of background or circumstances, all pupils receive the provision they need to:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being
 - Identify at the earliest stage children and young people at risk of social exclusion, and ensure they receive the support necessary to achieve their potential.

- Promote an inclusive school culture where diversity is valued, and all pupils feel respected, supported and able to succeed.

- **Objectives (Operational)**

- To achieve these aims, Claremont School will:

- Identify needs early by gathering information from parents, health and care services, and early years settings before entry, and through staff monitoring once pupils are in school.
- Monitor progress continuously, ensuring that any pupil with SEND receives the right support to fulfil their potential.
- Make appropriate provision to overcome barriers to learning and guarantee access to the full curriculum, coordinated by the Director of Learning Support in collaboration with senior leaders.
- Work in close partnership with parents, supporting them to understand SEND procedures, involving them in all stages of their child's education, and providing regular feedback.
- Collaborate with external agencies such as Educational Psychologists, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS and ESBAS, where needs cannot be met solely within school.
- Encourage pupil voice and participation, by creating an environment where pupils feel safe to share their views and by involving them in school life through councils, performances, trips, sports, and leadership roles.

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5. Responsibility for the coordination of SEND provision

- The Director of Learning Support is responsible for overseeing the provision for children with SEND and for coordinating the day to day provision of education for pupils with SEND.

6. Arrangements for coordinating SEND provision

- The Director of Learning Support will hold details of all SEND records for individual pupils.
- All staff can access:
 - The Claremont School SEND Policy;
 - A copy of the full SEND Register, including those being monitored for potential SEND.
 - Guidance on identification of SEND in the Code of Practice
 - Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their personalised or provision plan.
 - Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
 - Information available through East Sussex's and Kent's SEND Local Offer
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

7. SEND Provision

- We are committed to whole school inclusion. In our school we support children with a range of special educational needs and/or disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

At the time of a prospective admission the Director of Learning Support and Vice Principal Prep School or Deputy Principal Senior School will work together to look at the needs of the prospective pupil. Where the Director of Learning Support and Leadership Team feel that the school can meet the child's needs, they will be offered a place. Where it is felt that the school could meet the child's needs but only with a Learning Support Assistant (LSA) in place, the school will discuss this extra cost with the prospective parents. Where it is felt that the needs of the child cannot be met, even with a LSA in place, unfortunately the child will not be offered a place.

Once a child starts at the school, if it is felt that the pupil has more complicated needs than believed on entry, a meeting will be held with the Director of Learning Support and the Vice Principal Prep or Deputy Principal Senior and a 'way forwards' plan will be discussed. This may include the discussion of the pupil requiring the assistance of a LSA and the cost of this provision.

If the pupil develops needs that were not evident or previously diagnosed, the Director of Learning Support will endeavour to build a plan to meet the needs of that student. After discussions and formal reviews with parents, if it is identified that the needs of the student cannot be met, the student will be supported in finding alternative provision.

For SEND behaviour provision, see Behaviour policy

8. Facilities for pupils with SEND

- The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

9. Allocation of resources for pupils with SEND

- In Pre-Prep classes (Reception, Years 1 and 2), a Teaching Assistant is usually available in the mornings to support small groups, as directed by the teacher, during maths and English lessons. In Prep (Years 3-6) there is a teaching assistant available to provide some Early Intervention groups for identified children
- In Prep Key Stage 3 and Senior school classes (Years 7 to 13), there are currently no Teaching Assistants.
- Across Claremont School, children who have more complex needs may receive the support of a Learning Support Assistant (LSA) during lessons. Where an Education, Health and Care Plan (EHCP) specifies this provision, funding may be allocated by the Local Authority. Where families request additional support beyond the reasonable adjustments and provision ordinarily available within the school, the costs of this additional provision may be discussed and agreed with parents/carers in advance

10. Optional and Additional Support

- One-to-one or small group Learning Support lessons are available from suitably qualified staff, where this is recommended by an Educational Psychologist or through in-school assessment. These lessons go beyond the reasonable adjustments and provision that the school is required to provide, and are offered as an optional, additional service. Where parents/carers choose for their child to access this support, lessons will be subject to an additional charge, which will be clearly communicated in advance.

At Claremont Senior School, pupils may, where appropriate, opt out of either French or Spanish in Year 9 and instead join a small learning support group or follow an alternative curriculum pathway.

This option is designed to provide tailored support and is offered as an additional provision beyond the school's standard curriculum. Parents/carers will be informed of any associated charges before decisions are made.

In Year 10 and Year 11 pupils may choose an LS Option at GCSE, where they will be part of a small group lesson where their individual needs will be supported, whether literacy, maths or curricular based. These lessons carry an extra charge.

Alternatively, pupils at Claremont Senior School may choose to have individual support lessons either during Activities or in an appropriate lesson during the day. These lessons carry an extra charge.

In the Sixth Form, pupils may opt for an individual lesson of learning support at a fixed time, during a study period. These lessons carry an additional charge.

EAL (English as an Additional Language) support is provided on an individual or group basis by arrangement with the EAL & Multilingualism Coordinator. These lessons carry an extra charge.

To comply with the Equality Act 2010, Claremont School provides reasonable adjustments and ensures access to learning for all pupils with SEND as part of its core provision. Any additional or optional services requested by families, or recommended through specialist assessments beyond what is ordinarily available, may be subject to an additional cost. These will always be clearly explained and agreed in advance.

11. Identification of Pupil Needs

- These may be identified through:
 - Concerns being raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
 - Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
 - Whole school tracking of attainment outcomes which indicates lack of expected levels of progress.
 - A pupil asking for help.
 - Observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Emotional & Mental Health Difficulties
 4. Physical and/or Sensory Needs
- If it is felt that a pupil's difficulties will need support significantly greater than the majority of others of the same age, an Additional Needs Plan (ANP) or personalised/provision plan will be written. These plans aim to help the early identification of children and young people's additional needs and promote coordinated service provision to meet them. It is a joint needs assessment with shared decisions on priorities; it identifies all available resources and makes joint plans to deploy them.

12. Management of SEND register

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- The child's form and /or subject teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Director of Learning Support will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Pupils falling outside the range of expected academic achievement, and staff monitoring can be used to determine which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parents' evenings are used to monitor and assess the progress being made by children.

13. SEND Support

- When it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (assess, plan, do, review), which is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess**

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. The Assess, Plan, Do, Review form will be recorded and hyperlinked within the Pupil Profile and be reviewed on a 3 monthly basis with all stakeholders.

- **Plan**

- Planning will involve consultation between the teacher, Director of Learning Support and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do**

- The form/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching/individual needs assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Director of Learning Support.

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- **Review**

- Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The form/subject teachers, in conjunction with the Director of Learning Support, will revise the support plan and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

14. Referral for an Education, Health and Care Plan

- If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

- The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
 - Teachers
 - Director of Learning Support
 - Educational Psychologist
 - Social Care
 - Health professionals

- Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

- Further information about EHCPs can be found via the SEND Local Offer: www.eastsussex.gov.uk/localoffer or by contacting the Parent Partnership Service: informationforfamilies@eastsussex.gov.uk or by telephone 0345 608 0192. Or <https://www.kent.gov.uk/education-and-children/special-educational-needs> or by contacting the Parent Partnership Service: <https://www.iask.org.uk/> or by telephone 03000 41 3000. The authority to contact depends on where the child lives.

15. Education, Health and Care Plans [EHCP]

- Following Statutory Assessment, an EHCP will be provided by East Sussex County Council or Kent County Council, if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- Once the EHCP has been finalised and agreed, it will be added to the pupil's official record, and an annual review will take place each year. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. The annual review will take place with parents, the Director of Learning Support, the teachers' input and where appropriate the child. Outside agency staff may also join the review if they have been involved in supporting the child in school.

16. Access to the Curriculum, Information and Associated Services

- Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
- Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and within the Local Authority or further afield. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In class provision is deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision, but this incurs an additional cost.
- We set appropriate individual targets that motivate pupils to do their best, and the school celebrates achievements at all levels.

17. Inclusion of Pupils with SEND

- The Vice Principal Prep, Deputy Principal Senior and Director of Learning Support oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils; this includes learning outside the classroom. Following discussion with parents, the school will seek advice, as appropriate, around individual pupils, from external support services, at times these services come at an additional cost to the child's family.

18. Evaluating the Success of Provision

- In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on individual and form provision maps and within the Pupil Profiles, which are updated when the intervention is changed.

19. Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Vice Principal Prep, Deputy Principal Senior or Director of Learning Support, who will be able to advise on formal procedures for complaint.

20. In service Training (CPD)

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- The Director of Learning Support attends relevant SEND courses; she facilitates/signposts relevant SEND focused external training opportunities for all staff as well as disseminating information and delivering training to staff across the school.

- We recognise the need to train all our staff on SEND issues and we are committed to supporting this professional development. The Director of Learning Support, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision/personalised planning.

21. Links to Support Services

- The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

22. Working in Partnerships with Parents

- Claremont School believes that a close working relationship with parents is vital in order to ensure that there is early and accurate identification and assessment of SEND which leads to appropriate intervention and provision, continuing social and academic progress of children with SEND and the setting of effective personal and academic targets. The Director of Learning Support may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support are available.
- If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.
- The parents of pupils who, on entry, are identified as having learning difficulties, are consulted from the outset. Where possible, additional costs will be made clear before joining the school.
- Regular contact is maintained with the parents, either directly, by appointment or at a parents' consultation.
- There are regular parent consultation evenings, which are attended by the Director of Learning Support and teaching staff.
- Reports are sent to parents twice a year. Each term parents will be invited in for a meeting either face to face or online to discuss the progress of their child.
- For some children, outside agencies such as the Speech and Language Therapist or the Educational Psychologist, or Counsellors, may be involved; meetings and appointments are established through the Director of Learning Support.
- In the case of pupils with EHCPs, meetings take place to discuss progress and support and parents are involved in the annual review process.

23. Links with other Agencies and Voluntary Organisations

- Claremont School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Director of Learning Support is the designated person responsible for liaising with the following:
 - East Sussex/Kent County Council Education Psychology Service
 - Independent Educational Psychologists
 - CAMHS (Child and Adolescent Mental Health Services)
 - East Sussex Educational Support, Behaviour and Attendance Service (ESBAS)
 - Kent County Council PRU, Inclusion and Attendance Service (PIAS)
 - Social Services
 - East Sussex/Kent County Council Children's Integrated Therapy Service (Speech and Language, Occupational Therapy and Physiotherapy) Service

- East Sussex/Kent County Council Sensory Needs Service (hearing, vision and physical impairment)
- East Sussex Communication, Language and Autism Support Service (CLASS)
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors

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○ In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency (ies).

○ Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regard to the provision for their child.

24. Examinations and Assessed Work

○ Arrangements for examinations and tests for children with SEND are made according to individual requirements.

○ Special arrangements may include:

- Additional time in examinations
- A scribe or transcript
- A reader/computer reader
- Short breaks for children who have difficulty focusing for longer periods
- Use of the computer
- Enlarged script

○ Special arrangements are made for both school and public examinations.

○ There are also important pieces of work, such as projects and extended essays, where children with special needs can have support, with extra time, reading and computers and assistive technology where necessary.

○ There is close liaison with the Director of Learning Support at Claremont School and careful transition arrangements are made.

○ There are also important liaisons with other Senior, Pre-Preparatory, Preparatory and state schools at times of transition for our pupils with special needs and/or disabilities, and in particular if an EHCP, ANP or EHA is in operation.

25. Glossary

- **DfE:** Department for Education
- **EHCP:** Education, Health and Care Plan
- **LA:** Local Authority
- **SEN:** Special Educational Needs
- **SEND:** Special Educational Needs and/or Disability
- **PPS:** Parent Partnership Service
- **ANP:** Additional Needs Plan
- **EHA:** Early Help Assessment
- **Learning Support:** The term used by the Learning Support Department for SEND pupils

26. Policy Owner

○ The policy owner is the Director of Learning Support.

27. Issue Date

○ Issue date: September 2026

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28. Review Date

- This policy will be reviewed annually. The next review is due in September 2027.

Lorraine Kasztura
Director of Learning Support