



4 - 18 yrs Co-educational Independent Day School

Special Educational Needs & Disabilities Policy (including EYFS)

Approved by: Matt James, Head of Inclusion
& Hazel Burcham (SENCo)

Last Reviewed: September 2025

Review Period: Annually

Next Review Due: September 2026

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

About this Policy

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Arnold Lodge follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have a Special Educational or Disabilities Need.

Special Educational Needs Policy

Arnold Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy applies to the whole school including those pupils in Early Years Foundation Stage (EYFS).

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school);

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (September 2025)
- Supporting pupils at school with medical conditions (DfE 2015)
- Mental health and behaviour in schools (DfE guidance)

What are Special Educational Needs (SEN)?

Children/young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

What is a Disability?

Arnold Lodge School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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.

Children/young people with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEND definition.

Reasonable Adjustments and the Equality Act

The school has an anticipatory duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils. This means we think ahead about what disabled pupils might require and what adjustments might need to be made to prevent disadvantage, even before specific pupils with particular needs are identified.

The duty to make reasonable adjustments includes providing auxiliary aids and services where it would be reasonable to do so and where such aids would alleviate any substantial disadvantage that a pupil faces in comparison to non-disabled pupils. Many disabled children will have SEN and may need auxiliary aids which are provided as part of their SEN provision.

Where adjustments are required, the school will assess the reasonableness based on factors including: the financial and other resources required, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and the resources available to the school.

Aims and Context

Arnold Lodge School aims to remove barriers to learning and achievement for all children and young people attending the school.

Arnold Lodge School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children/young people with special educational needs and /or disabilities, as we do for all children/young people in our school.

All the teachers in our school are teachers of children and young people with SEND and therefore at Arnold Lodge School we adopt a 'whole school approach' which involves all staff adhering to a model of good practice.

All staff are committed to providing for the needs of all children and young people in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND Policy. This means that all children and young people with SEND are taught together with their peers for the majority of the time. Pupils may also have short periods of specific intervention support or specialist provision.

Our Special Educational Needs and Disabilities Policy Objectives

We ensure that:

- all staff have high aspirations for children/young people with SEND
- every child/young person with SEND has access to a broad and balanced curriculum
- decisions about provision for children/ young people with SEND are made in partnership with parents/carers and with the child/young person themselves
- provision is focused on outcomes for the child/young person, not on hours of support received
- the approaches used are based on the best possible evidence and are regularly reviewed
- challenging outcomes are set for all pupils and progress towards these outcomes are carefully monitored
- positive outcomes in the wider areas of personal and social development and preparation for adulthood are promoted
- links are maintained with other schools and external agencies
- the SEND Policy is evaluated and monitored by The Inclusion Team and Directors on an annual basis
- Staff, Directors and Parents/Carers are aware of the school's SEND and Inclusion Policies.

Pupil Participation and Voice

Pupils with SEND are encouraged and supported to participate in decisions about their education and support:

Where appropriate to age and understanding, pupils contribute to identifying their needs and strengths

Pupils are involved in agreeing outcomes they wish to achieve

Pupils are consulted on what support helps them learn best

Pupil views are recorded in review meetings using age-appropriate methods (verbal, visual, written)

Pupils have opportunities to discuss their progress with their teacher and SENCO

Older pupils are encouraged to develop self-advocacy skills

Pupils' views inform decisions about transition arrangements

The school seeks pupil feedback on SEND provision through age-appropriate methods

Partnership with Parents/Carers

The school works in partnership with parents/carers and we encourage parents/carers to discuss any concerns that they may have about their child's needs. We recognise the value of parents'/carers' understanding of their child and this information will help to inform planning the support for their child. Parents/carers are encouraged to be involved in their child's educational provision, enabling a collaborative, problem-solving approach.

The SENCO or a member of the Inclusion Team will contact parents/carers to discuss any referrals to outside agencies. Permission is always sought before any referral is made and a charge may apply. Some outside agencies may require the school to carry out an internal assessment before a referral is made and a charge may also apply in this instance.

Arrangements for Coordinating Special Educational Needs Provision:

Identifying and Assessing Pupils with SEND

Arnold Lodge School is an independent mainstream school with experience of supporting pupils with a range of differing needs. The school's provision takes account of the needs of all pupils, including those with Special Educational Needs and Disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress.

The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. All staff are alert to emerging difficulties and respond early.

Delayed progress and lower academic attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, where the School identifies that a

pupil may have a learning difficulty the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to determine the action required including whether any additional provision is needed.

The School may request a formal assessment of a child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the SENCo is given copies of all advice and reports received. If there are significant emerging concerns, or identified SEND, Arnold Lodge will take action to put appropriate provision in place taking into account any advice from specialists where the school is able to do so within reasonable adjustment. If the emerging needs of the child are such that the school cannot meet them within reasonable adjustment and within the normal school provision, then Arnold Lodge may require the Parents to withdraw the pupil from the School. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

The four broad areas of special educational and disability needs are defined at Arnold Lodge as:

1. Communication and Interaction

Children and young people with Communication and Interaction (CAI) needs have difficulty communicating with others. Children and young people with Autism Spectrum Conditions may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include challenging, disruptive behaviours, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

In line with the SEND Code of Practice, we recognise that children and young people often have needs that fit into more than one of these areas and that their needs may change over time.

Behaviour is not a special educational need in itself. At Arnold Lodge School, we have high expectations for behaviour from all of our pupils. Please see the Behaviour Policy for further details.

A child or young person with social, emotional and mental health difficulties may also receive support from their Mentor, Head of Key Stage or another member of staff who has a good relationship with that young person.

Ongoing Monitoring and Cause for Concern

Children/young people are assessed on entry to the school to provide information relating to their current skills and levels of attainment. We maintain close links with local nursery, pre-school, primary and secondary school settings and ensure that all relevant information is shared at the point of transfer to Arnold Lodge. Pupils' attainment and progress is assessed regularly throughout the academic year in line with the school's Assessment and Marking Procedure.

We also monitor children and young people in school in other areas of their development, for example their physical development, emotional development and mental health.

In EYFS, the 'Early Years Outcomes' and the EYFS Profile is an aid to help teachers understand the outcomes that pupils should be working towards.

SEND Identification and Provision in EYFS

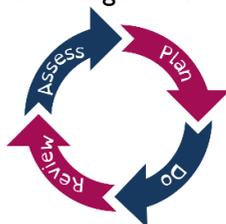
In the Early Years Foundation Stage, identification of SEND begins at the earliest opportunity. The EYFS Statutory Framework (September 2025) requires all providers to have arrangements in place to support children with SEND. At Arnold Lodge, the EYFS team carries out ongoing observational assessment using Development Matters and the EYFS Profile, and any emerging concerns are discussed promptly with the SENCO. Where a child joins the school with an existing identified need or EHC plan, the EYFS team liaises with the child's previous setting, relevant external professionals, and the family before the child starts, to ensure that provision is in place from day one.

Where a child in EYFS is identified as having or possibly having SEND, the Graduated Approach (Assess, Plan, Do, Review) is applied in the same way as for older pupils, adapted to the developmental stage and context of the early years. Provision for EYFS pupils with SEND is primarily delivered through high-quality, inclusive continuous provision and adult-led activities, with additional targeted support as required. The SENCO works closely with the EYFS lead to review the impact of provision, involve parents and carers as partners, and make timely referrals to external services including the Local Authority early years SEND team, speech and language therapy, and other specialists where appropriate. Parents of children with SEND in EYFS are kept informed and involved at every stage, in line with the principles of the SEND Code of Practice 2015.

If class teachers identify a concern regarding the progress of a child/young person, they will follow the Graduated Response (see below). If parents have a concern regarding the progress of their child/young person, they are to make contact with class teacher/mentor in the first instance.

Our Graduated Response to Meeting Special Educational Needs and Disability

We follow the Graduated Response at Arnold Lodge which is outlined below.



Once pupils have been identified with having potential SEND needs we will follow the following model of support, which is outlined below. The initial ADPR cycle will be carried out by the class or subject teacher, if expected progress has not been made, then a member of the Inclusion Team will become involved in the next ADPR cycle. The ADPR cycle is continuous and there is no limit to how many times this will be completed.

Assess

During this stage assessment of the pupil's needs will be carried out.

This may draw several areas:

The teacher's assessment and feedback of the pupil.

The pupil's previous progress and attainment and any other areas that are relevant.

The pupil's development compared to peers and national data

The school may also seek permission from parents to administer standardised tests in order to help identify the pupil's needs. This may be carried out by the class teacher or a member of the inclusion team.

The assessment process will also draw on the views and experiences of parents/carers and the pupil's own views. The SENCO may also request support and assessment from external professionals, with the consent of parents/carers.

Plan

Where it is decided to provide a child/young person with SEND support, parents/carers will be fully involved in the process. The SENCO and teachers will meet with the child/young person and parents/carers to agree:

- Any adjustments, interventions and support to be put in place
- Clear outcomes to be achieved (using SMART targets where appropriate)
- A date for review (typically each term for pupils on SEN Support)
- How the pupil and parents/carers will be involved in monitoring progress

Desired outcomes and a review date will also be set.

The provision and intervention provided will be selected to meet the outcomes identified for the child/young person. All teachers and support staff who work with the child/young person will be made aware of their needs, the provision required, and the outcomes sought.

If external specialists are involved, the plan incorporates their advice and recommendations.

Do

During this stage, provision will be put in place for pupils. Teachers remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access additional provision. Teaching assistants or specialist staff deliver interventions and support as planned. The SENCO supports teachers in implementing effective provision and problem-solving. The SENCO monitors that planned provision is actually being delivered, and ongoing formative assessment informs any adjustments to approach during the cycle.

Review

The impact and quality of the support will be reviewed by the SENCO and class teacher(s) and discussed with the child/young person and their parents/carers. The views of the child/young person and their parents/carers will always be a part of the review process. A record of the outcomes, action and provision agreed during the review process will be kept and shared with appropriate school staff and a record given to parents/carers.

Where a child or young person is identified as having SEND, they will be placed on the SEND Register. The SENCO and class teachers will work in partnership with parents/carers and the child/young person to establish the support needed.

Monitoring and Evaluating SEND Provision

The SENCO maintains a provision map that records:

- All pupils receiving SEN Support
- The additional and different provision each pupil receives
- The intended outcomes of this provision
- The cost of provision (to demonstrate effective use of SEND resources)
- Progress data for pupils with SEN compared to starting points

Provision is monitored through:

- Regular learning walks and lesson observations
- Work scrutiny focusing on pupils with SEN
- Intervention tracking showing attendance and progress in intervention programmes
- Termly review meetings for each pupil on SEN Support
- Annual evaluation of overall impact of SEND provision
- Reporting to SLT/Directors on SEND outcomes and provision effectiveness

Education, Health and Care (EHC) Plans

An EHC Plan brings together the Education, Health and Care needs for young people aged 0 – 25 years and sets out the provision that they need from Education, Health and Care services to meet these needs.

For pupils with the highest level of need, it may be appropriate to request an assessment for an EHC Plan. Children/young people and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents/carers and the child/young person are fully included in the EHC needs assessment process from the start and are fully aware of their opportunities to offer views and information. Applications for an Education, Health, and Care Needs Assessment can be made either by the school or the Parents/Carers. Parents/carers should consult the school before an application to the Local Authority for an EHC needs assessment is made, in order for the school to be able to support the application process. If the school is not notified in advance of the application, it may not always be possible to provide supporting evidence.

As part of the EHCP assessment, the school may request additional top-up funding from the Local Authority. EHC Plans are used to actively monitor a child or young person's progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum every twelve months and the school will work with the Local Authority to coordinate this review process.

Provision for Pupils with EHC Plans at Arnold Lodge

Where a pupil holds an EHC plan, the school ensures that the outcomes and objectives specified in the plan are actively incorporated into teaching and provision across the school. Before a pupil with an EHC plan joins Arnold Lodge, the SENCO will review the plan in full, meet with parents to discuss its contents and proposed provision, and brief all relevant staff. The EHC plan's outcomes are reflected in the pupil's Individual Education Plan (IEP), which sets specific, measurable targets reviewed each term. All teachers and support staff working with the pupil are made aware of their needs, the planned provision, and the outcomes being sought.

The annual review of each EHC plan is coordinated by the SENCO and includes a formal review meeting attended by parents/carers, the pupil (where appropriate to age and understanding), relevant school staff, and invited external professionals. Parents receive written documentation in advance of the meeting and are provided with a written record of outcomes and agreed actions following it. For pupils whose EHC plans are wholly or partly funded by a local authority through public funds, the school provides to the responsible local authority an annual account of income received and expenditure incurred in respect of that pupil, in accordance with ISSR regulation 32(1)(h). Where a pupil's EHC plan is due for a statutory annual review by the local authority, the school actively supports and contributes to that process.

Welfare Provision for Pupils with EHC Plans

Arnold Lodge recognises that pupils with EHC plans often have welfare, pastoral, and social-emotional needs that are as significant as their educational needs. Each pupil with an EHC plan has a named key adult, typically their form tutor or class teacher, who monitors the pupil's wellbeing on a day-to-day basis and maintains regular communication with the SENCO. Regular pastoral check-ins are conducted with the pupil, adapted to their communication needs and preferences. The SENCO maintains close liaison with the pastoral team and, in the DSL role, ensures that the additional safeguarding vulnerabilities associated with SEND are considered alongside educational provision at all times (see the Safeguarding Pupils with SEND section below). Peer relationships, social integration, and experience in unstructured time are actively monitored, and additional support is provided where needed, including access to counselling and nurture provision.

Transitions for pupils with EHC plans receive additional planning and support. For pupils joining the school, the SENCO liaises with the previous setting before arrival. For pupils moving between phases within Arnold Lodge, transition arrangements are planned in advance with staff in the receiving phase. For pupils moving on from Arnold Lodge, the SENCO supports a managed handover to the receiving school or setting, sharing relevant documentation with parental consent and, where appropriate, contributing to transition review meetings.

Provision for pupils with SEND at Arnold Lodge

Arnold Lodge School provides a range of intervention and support programmes in areas including:

- Literacy
- Numeracy
- Handwriting
- Speech and Language Therapy
- Occupational Therapy
- Nurture and Counselling
- 1:1 support (charges may apply)

The SENCO is responsible for overseeing the provision put in place to support pupils with SEND individual needs. This process clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and/or may also have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision.

The SEND Policy should be read in conjunction with the Medical Policy.

Access for those with a Disability

The school has an accessibility plan in place which is reviewed annually. Due to the age of the building some structural changes cannot be made, which raises some access problems for pupils with physical and sensory needs, including those who use wheelchairs. The main entrance to the school is from the car park and not accessible by wheelchairs. Where access is restricted, it may be possible to make alternative arrangements or adjustments and the parents/guardians should contact the school to notify them and to

SAFEGUARDING PUPILS WITH SEND

Arnold Lodge School recognises that pupils with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. The school is committed to ensuring that these additional vulnerabilities are understood and addressed throughout our safeguarding procedures.

Additional Barriers and Vulnerabilities

The school acknowledges that additional barriers can exist when recognising abuse, neglect and exploitation in pupils with SEND. These can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury relate to the pupil's SEND without further exploration. Staff are trained to always consider abuse or neglect as a possible explanation alongside the pupil's condition.
- Pupils with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils. The school's Anti-Bullying Policy and procedures take particular account of the vulnerability of SEND pupils.
- The potential for pupils with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs due to communication barriers or difficulties in expressing concerns.
- Communication barriers and difficulties in managing or reporting challenges. The school ensures appropriate communication support is in place to enable all pupils to report concerns.
- Cognitive understanding – some pupils may be unable to understand the difference between fact and fiction in online content and may then repeat the content or behaviours in school, or may not understand the consequences of doing so. Staff are trained to recognise and respond appropriately to these situations.

Close Liaison Between DSL and SENCO

At Arnold Lodge School, the Head of Inclusion is also a Designated Safeguarding Lead (DSL) and sits on the Senior Leadership Team. This dual role ensures seamless communication and liaison between SEND provision and safeguarding procedures. Any reports of abuse, neglect or exploitation involving pupils with SEND are managed with close coordination between safeguarding and SEND support, ensuring that:

- The pupil's SEND is taken into account when responding to safeguarding concerns
- Appropriate communication methods are used when investigating concerns
- Reasonable adjustments are made to safeguarding procedures where needed
- The pupil's individual vulnerabilities are understood and addressed
- Information is shared appropriately between the DSL, Deputy DSLs, SENCO, and relevant staff
- Where the Head of Inclusion is unavailable, the whole school DSL will liaise closely with the SENCO directly to ensure continuity of this joined-up approach.

Extra Pastoral Support and Attention

The school is committed to providing extra pastoral support and attention for pupils with SEND, along with ensuring any appropriate support for communication is in place. This includes:

Regular monitoring and check-ins with pupils with SEND to identify any concerns early

Access to trusted adults including Form Tutors, Heads of Key Stage, and the pastoral team

Appropriate adjustments to reporting mechanisms to ensure pupils can confidently raise concerns

Close monitoring of peer relationships and social integration

Swift action in response to any indicators of bullying, abuse or neglect

Access to counselling and nurture support where needed

Multi-agency working where appropriate to ensure holistic support

All staff receive training on the additional safeguarding vulnerabilities of pupils with SEND as part of their annual safeguarding training. This training ensures that all staff understand their responsibilities to identify and respond to safeguarding concerns involving pupils with SEND, and know how to report concerns through the appropriate channels.

The school's safeguarding procedures ensure that the wishes and feelings of pupils with SEND are taken into account when determining what action to take and what services to provide, using appropriate communication methods and support.

Pupils with SEND and Bullying

Our Anti-Bullying Policy makes it clear that all pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

RSE Curriculum Accessibility for Pupils with SEND

Arnold Lodge School is committed to ensuring that all pupils, including those with SEND, can access the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum at a level appropriate to their needs. The RSE statutory guidance makes clear that schools must ensure their RSE provision is accessible to all pupils, and that teaching is sensitive to the specific needs of individual pupils, including those with SEND.

The school recognises that pupils with SEND may be particularly vulnerable in areas covered by RSE, including online safety, healthy relationships, consent, and body boundaries. Pupils with communication and interaction needs (including autism) may require abstract concepts such as consent, boundaries, and healthy relationships to be made concrete through visual supports, social stories, and role-play scenarios using clear, literal language. Pupils with cognition and learning needs may require differentiated materials, simplified language, and additional time to process RSE content. Pupils with SEMH needs may find some RSE content emotionally activating, and provision is made for additional pastoral support before, during and after RSE

lessons where needed. Pupils with sensory and/or physical needs will have reasonable adjustments made to ensure they can access RSE content fully.

Reasonable adjustments for RSE may include: pre-teaching of key vocabulary and concepts before lessons; the use of visual supports, social stories, and concrete materials to make abstract concepts accessible; advance notice of lesson content to allow pupils to prepare; sensory considerations built into lesson planning (e.g. quiet space available); and the involvement of the SENCO in reviewing the RSE scheme of work to identify content requiring additional scaffolding for neurodiverse pupils. For pupils in the EYFS, RSE content is delivered primarily through the PSED curriculum and continuous provision, with body safety and consent language taught using age-appropriate resources such as the NSPCC Pants programme, adapted where necessary for pupils with SEND.

The SENCO and the RSE subject lead work collaboratively to ensure that RSE provision is reviewed regularly for accessibility, and that any pupil-specific adjustments are documented in the pupil's individual provision plan. This policy should be read in conjunction with the school's RSE Policy.

The role of the School SENCO

SENCO: Ms Hazel Burcham (hburcham@arnoldlodge.com)

The SENCO must be a qualified teacher. A newly appointed SENCO who has not previously held the role for more than twelve months at this or another school must achieve the **National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators** within three years of appointment, in accordance with the **Special Educational Needs and Disability Regulations 2014 (as amended 2024)**. The NPQ for SENCOs replaced the National Award for SEN Coordination (NASENCO) from 1 September 2024. SENCOs who have already completed the NASENCO do not need to complete the NPQ. In collaboration with the Headteacher, the SENCO's responsibilities include:

- overseeing the day-to-day operation of this policy
- contributing to the strategic development of the SEND Policy and provision
- leading the department's improvement planning
- co-ordinating and mapping provision for pupils with SEND
- advising on the Graduated Approach to providing SEND support
- tracking pupils' attainment and progress
- advising on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively
- line managing the Teaching Assistants (TAs)
- contributing to the continuing development and training of school staff
- communicating with pupils with SEND and their parents/carers
- overseeing the day-to-day running of TA in-class support timetables and intervention programmes
- ensuring that the school keeps records of all pupils with SEND up to date
- overseeing the review and maintenance of EHC Plans
- liaising with external agencies
- liaising with and giving advice to staff

Admissions

The School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and the Children and Families Act 2014 in order to accommodate the needs of applicants who have special educational needs or disabilities for which, with reasonable adjustments, the School can cater adequately.

The School welcomes pupils with special educational needs (SEN) providing that its learning support department can offer them the support that they require. We welcome pupils with disabilities provided that the setting and site appropriate to the child's age can accommodate them. Nevertheless, we strongly advise parents of children with specific educational needs or disabilities to contact us at any stage in the application process so that we can ensure that these needs are met. The school will do everything that it reasonably can to accommodate all children, no matter what their needs or background. Where reasonable adjustments cannot easily be made, the school will discuss with parents how additional funding could be secured to enable all children to make good progress.

Complaints Procedure

Any concerns about special educational and disability provision within the school should be directed to the SENCO. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints Policy and procedures.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Limitations

Arnold Lodge is committed to doing everything it reasonably can to admit and support pupils with SEND, and to making reasonable adjustments to ensure that the school can meet their needs. The school will always seek to explore every available option — including the provision of additional resources, specialist staffing, or external support — before concluding that a pupil's needs cannot be met. Parents of children with SEND are strongly encouraged to contact the school at the earliest stage of the admissions process so that needs can be considered fully and provision planned proactively. The following reflects the school's admissions criteria and contractual provisions, which apply only where, after all reasonable efforts, the school is genuinely unable to meet a pupil's needs without compromising the welfare or progress of that pupil or others.

Arnold Lodge's admissions policy states:

(section 1. Introduction) Arnold Lodge is an academically selective independent co-educational school.

(section 3. Conditions for admission to Arnold Lodge School) The considerations for successful admission are: the present school of the applicant reports satisfactory attitudes, behaviour and conduct; expected support for the ethos of Arnold Lodge from the applicant and the family as a whole; the child's overall contribution to school life based on school reports and interview; the applicant's special educational needs (if any) can, in the opinion of the Headteacher, be successfully met by the school's normal provision; where such an admissions would create an imbalance of needs within the year group; where such an admissions would jeopardise the performance and progress of their peers. The academic criteria for selection are: satisfactory results from the Cognitive Ability Test; a good report and reference from the pupil's current school, a positive taster day and/or interview with the Headteacher. The success criteria we use for entry includes our judgement that each applicant is able to pursue successfully the scheme of work for Key Stage 3 and 4 and make good progress towards Level 4 and above at GCSE by age 16. The purpose of employing an academic assessment filter on entry is to ensure that the child is capable of working at an academic level appropriate to the age and key stage.

The Parent Terms and Conditions states:

Clause 6.8: Special Educational Needs: The School is not qualified to make a medical diagnosis of conditions that affect learning (e.g. dyslexia, dyspraxia, Asperger's syndrome). The screening tests available to schools

are indicative only and reflect performance on the day. Where Parents or Staff are concerned that a Pupil may have special educational needs, the School may request parental consent to carry out a screening test and notify Parents of the results. A formal assessment may be arranged by the Parents themselves at their own expense. Parents must notify the Head in writing if they are aware of or suspect that the Pupil has a special educational need that impacts upon their learning and may require special educational provision to be made and they must provide the School with copies of all written reports and other relevant information. The School will then review provision to ensure that they can meet the Pupil's needs. If (after appropriate consultation) the Head concludes that the School has endeavoured to use their resources effectively and appropriately to meet the Pupil's educational needs but is not able to do so, the School may require the Parents to withdraw the Pupil from the School. In these circumstances, the Parents will not be charged Fees in lieu of notice and their deposit will be credited to their account.

Appendix I. Access Arrangements procedure

Introduction

Access arrangements are 'reasonable adjustments' for students who have a disability or a special educational need that significantly affects them in exams.

Principles for Access Arrangements

Access arrangements must not change the skills or knowledge being tested, must not give an unfair advantage, but do give a level playing field so students can show their knowledge.

There are a variety of access arrangements that can be provided, including:

- Support for reading (e.g. a reader, a reading pen)
- Support for writing (e.g. a scribe, a word processor)
- Support for working to time (e.g. 25% extra time, rest breaks)

The use of Access Arrangements

Any arrangements that are used in exams are based on the normal way of working in the classroom and in tests and exams. Wherever possible, access arrangements that enable a student to work independently are encouraged.

Evidence is needed for some access arrangements and these need to be applied for and approved before they can be used in external exams. This sometimes means that testing needs to be carried out. Testing takes place in school. Strict rules must be followed so that the test scores can be used as evidence for access arrangements.

Please note: assessments that have been carried out without prior contact with the Arnold Lodge School cannot be used for access arrangements.

We will always seek to work with students and parents to ensure the most appropriate outcome for all students.