HOLMEWOOD HOUSE SCHOOL

'Kindness, Aspiration & Self-belief'

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(This policy also applies to the EYFS)

Policy Holder	Deputy Head
Date Approved	January 2026
Approval	SLT
Date for next review	January 2027

KEY STATEMENT AND AIMS

At Holmewood House (HH) our main aim is to maximise both academic and personal achievement for all, irrespective of a pupil's starting point. The school has a three-year Accessibility Plan and an Accessibility Policy in place.

Committed to providing an inclusive curriculum, we work to ensure that every individual achieves their potential whilst building self-esteem and confidence. Our provision is guided by the principles of the SEND Code of Practice: 0–25 years (2015), the Children and Families Act 2014, the Equality Act 2010, and the Disability Discrimination Act 2001. We also take account of national SEND reform direction as set out in the SEND and Alternative Provision Improvement Plan (DfE, 2023). Under ISI's inspection regime, we recognise that pupil wellbeing and inclusive practice are central to evaluation under the Independent School Standards (ISSRs).

We ensure early identification, assessment, and provision for all pupils with SEND. Holmewood House may also use an internal classification of Learning Strategy needs, though this is not a statutory category. All pupils are entitled to access a broad and balanced curriculum. Where modifications or disapplication are required, these are set out in an Education, Health and Care Plan (EHCP). Our support follows the graduated approach (assess, plan, do, review), in partnership with pupils, parents/carers, and relevant professionals.

We believe:

"All children and young people are entitled to an education that enables them to make progress, achieve their best, and become more confident individuals living fulfilling lives."

(SEND Code of Practice, 2015)

Our whole-school policy—including performance management—rests on the principle:

"Teachers are responsible for the progress and development of pupils in their class, including those who access support from teaching assistants or specialist staff."

(SEND Code of Practice, 2015)

At Holmewood House, adaptive teaching and Quality First Teaching are at the core of inclusion.

Quality First Teaching (also known as high quality teaching) is a high standard of inclusive classroom practice that ensures all pupils, including those with additional needs, receive effective, engaging and well-differentiated teaching. It involves clear learning objectives, strong subject knowledge, adaptive teaching strategies, regular assessment and responsive feedback to support progress for every learner. Alongside this, schools often use a three-wave model of support. Wave 1 is universally available provision, which includes high quality teaching and inclusive classroom strategies for all pupils. Wave 2 is targeted support, offering short-term, small-group or focused interventions for pupils who need additional help to catch up. Wave 3 is specialist provision, providing highly individualised support, often involving external professionals, for pupils with more complex or persistent needs.

Teachers are expected to help pupils overcome barriers to learning through an strength-based approach, supported by specialist staff and reasonable adjustments under the Equality Act 2010. Staff engage in ongoing professional development to strengthen their capacity to meet diverse needs.

We place strong emphasis on pupil voice and co-production, ensuring that children and young people are actively heard in decisions about their support. Our provision is monitored, reviewed, and evaluated regularly, with oversight from the school's governors. We aim to demonstrate that we meet or exceed expectations under the ISI framework for inclusive provision, pupil wellbeing, and regulatory compliance.

DEFINITION OF SEN, DISABILITY & SPECIAL NEEDS

The SEND Code of Practice (2015) identifies four broad areas of need:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

At Holmewood House, these areas are considered by the Learning Strategies Department (the school's SEND support team) when identifying a pupil's additional educational needs.

The Children and Families Act 2014 (Section 20) defines when a child or young person has Special Educational Needs (SEN). A child or young person has SEN if they have a learning difficulty or a

disability which calls for Special Educational Provision (SEP) to be made for them. SEP means provision that is additional to, or different from, that made generally for others of the same age in mainstream schools. At Holmewood House, we recognise that some learners may also experience additional challenges in achieving their potential, and we work to identify and support these as part of our inclusive practice.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial (more than minor or trivial) and long-term (lasting, or likely to last, at least 12 months) adverse effect on a child's ability to carry out normal day-to-day activities.

Examples of physical or mental impairments include:

- Sensory impairments (such as visual or hearing loss)
- Hidden disabilities (such as some mental health conditions, autism, or ADHD)
- Specific learning difficulties (such as dyslexia or dyspraxia)
- Long-term health conditions (such as diabetes or epilepsy)
- Not all conditions automatically amount to a disability under the Equality Act; it depends on the severity and duration of their impact on day-to-day functioning.

A pupil has SEND where their learning difficulty or disability means they require special educational provision to support progress and access to learning, beyond what is normally available to their peers.

As a school, we make reasonable adjustments under the Equality Act 2010 and provide access arrangements where appropriate, to ensure pupils can demonstrate their knowledge and skills and fulfil their potential. For example, where necessary, a pupil may be supported by a scribe or other arrangement. Access arrangements are reviewed regularly to reflect pupils' changing needs, and for formal examinations are implemented in line with JCQ guidance and our examinations policy.

THE CO-ORDINATION OF SEND PROVISION AT HOLMEWOOD HOUSE

The Head of Learning Strategies (SENCO) is responsible for the day-to-day coordination of provision for all pupils with Learning Support needs and SEND across the school, including the Early Years Foundation Stage. They manage the school's overall response to additional needs, advise staff on a graduated approach to support, and ensure compliance with the Independent School Standards (ISSRs 2014) and the Equality Act 2010. The school also draws on best practice principles, such as early identification, co-production with parents and pupils, and adaptive teaching.

The Assistant to the Head of Learning Strategies and SEND supports the coordination of provision by assisting with the planning and delivery of personalised learning support for identified pupils. Responsibilities include supporting teachers with strategies for inclusion and coordinating access arrangements and exam concessions in line with JCQ guidance.

In the Early Years Foundation Stage (Nursery and Reception), provision is overseen by the Head of Early Years, Head of Nursery and the Head of Pre-Prep, with the Learning Strategies Department observing, monitoring, and advising as appropriate.

WHOLE STAFF TRAINING

Training in SEND issues will form a regular part of the schools' CPD in addition to individuals extending their own knowledge and range of resources for use in class. INSET and other CPD sessions are organised by the Deputy Head, Learning and Teaching. The focus for school training is reviewed regularly with input from The Head of Learning Strategies.

HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEN?

While the Learning Strategies Department works in partnership with the whole school to assess and monitor pupils' needs, additional intervention cannot substitute for high-quality, adaptive teaching within the classroom.

All staff are expected to monitor progress continuously across the school year irrespective of whether a pupil has SEN. This may give rise to discussions with Learning Strategies and parents if there is still a concern regarding progress despite interventions.

Annual, standardised tests for reading and spelling provide evidence of attainment in these areas which helps us track a pupil's progress throughout his or her school life.

For a small number of children, high quality teaching and effective differentiation in the classroom may not be enough. The criteria for SEN and LS provision follows the process of assessing the needs of an individual, planning and implementing, if required, a programme of intervention and then reviewing outcomes.(Assess-Plan-Do-Review)

When progress is not as expected, even if a significant special need is not identified, these pupils may require short term targeted support. As described in the SEN Code of Practice (2104, Para 6.17), inadequate progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between rate of progress in relation to their peers
- leads to an ever widening attainment gap

ON-GOING INFORMAL ASSESSMENT

On-going, informal assessment will take the following format in each department:

Pre Prep including Early Years

- All staff are responsible for monitoring progress
- Staff discuss any needs informally with Head of Learning Strategies
- Sometimes advice/ teaching strategies and ideas may be enough
- Should the need arise, further support is put in place in conjunction with the LS team
- Regular monitoring will take place within the Pre Prep department and the LS team

Lower School

- All staff are responsible for monitoring progress
- Two weekly meetings with The Head of Learning Strategies are held to discuss pupils in the lower school

Upper School

- All staff are responsible for the on-going monitoring of progress
- Where concerns arise, a Record of Concern may be submitted to the LS Department or a meeting held to discuss a child's progress.

FORMAL AND INFORMAL ASSESSMENTS

Pupils' needs are identified and supported through a combination of informal and formal assessment methods. These include classroom observation, ongoing teacher assessment, informal diagnostic tasks, and the use of formal standardised tests appropriate to age and stage. Where necessary, the school also draws on specialist assessments and external professional input.

Provision may include adaptive teaching in class, small group interventions, or personalised one-to-one support, depending on the needs identified.

Progress is monitored through a balance of informal reviews (such as pupil work scrutiny, discussions with class teachers, and feedback from parents and pupils) and formal assessment points (such as termly tests, standardised measures, or external reports). This ensures provision remains appropriate and responsive over time.

The school maintains a provision map, which records the range of interventions, assessments, and programmes used across different age groups. This is reviewed annually by the Learning Strategies Department and shared with staff and governors to ensure consistency and continuity of practice.

LEVELS OF SUPPORT

At Holmewood House, provision for pupils with additional needs is organised on a graduated continuum of support, ensuring that pupils receive help matched to the level of need identified.

Level 1: Pupils are monitored where there are emerging concerns. Teachers ensure effective inclusion in the classroom and track any areas of weakness which may impact learning.

Level 2: Pupils receive additional support within class, such as targeted Learning Support Assistant (LSA) help, small booster groups, or short-term interventions designed to address specific needs.

Level 3: Pupils access more intensive support, including one-to-one teaching from a specialist Learning Strategies teacher and targeted interventions tailored to individual needs.

Level 4: Pupils with the most significant needs may have an Education, Health and Care Plan (EHCP). Support is provided in line with the local authority offer and may include high levels of one-to-one support, specialist interventions, and advice from external professionals.

Pupils with the most significant needs may be supported through an Education, Health and Care Plan (EHCP). Independent schools are not automatically required to deliver all of the provision specified in an EHCP. Where a local authority names Holmewood House in Section I of an EHCP, the local

authority is legally responsible for securing and funding the provision set out in Section F. In practice, local authorities may prefer to name maintained schools because of these funding responsibilities. Where Holmewood House is named at parental request rather than by local authority agreement, the local authority may still name the school, but in such cases parents may be expected to contribute to, or fully cover, the costs of additional provision if it cannot be funded through the local authority.

The school will always work in partnership with parents of pupils with EHCPs and, where applicable, the local authority to seek the best outcomes for the pupil. However, there may be rare and significant circumstances where the level of support required goes beyond what Holmewood House can reasonably provide within its resources. In such cases, and in line with the Equality Act 2010 duty to make reasonable adjustments, the school will consult with parents and the local authority to determine the most appropriate provision for the child.

A GRADUATED APPROACH

The organisation of support follows a graduated approach. This begins with high-quality, adaptive classroom teaching and the use of appropriate resources before any decision is made about whether additional small-group or specialist provision is required. Where a pupil's progress continues to give cause for concern despite planned interventions over time, the class teacher will raise a Record of Concern (ROC). This initiates the Assess–Plan–Do–Review cycle.

Following discussion with the SENCO or a member of the Learning Strategies Department, planned provision is put in place and recorded on a pupil passport. This document outlines the child's needs and the agreed strategies for support. It is shared with all teachers working with the pupil to ensure consistency of approach and effective communication of strategies. The cycle of support and review continues in partnership with parents, who are fully involved at every stage.

SEN REVIEWS/ DETAILED ASSESSMENTS

The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These strategies will be shared with parents, put into a pupil passport and reviewed regularly and refined/ revised as necessary.

If the pupil can make good progress using these additional and differentiated resources, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need.

We will ensure that teachers and support staff who work with the pupils are aware of the support to be provided and the teaching approaches to be used. We provide staff with Pupil Passports to highlight any needs, strategies or interventions to help that pupil access the curriculum. In addition, we maintain an on-going Learning Strategies Register to indicate pupils with additional needs and what support, if any, they receive.

Tracking a pupil's progress is imperative and we do this in line with school formative assessments as well as informal assessments. These include looking at standardised reading and spelling tests, results of CATS, reviewing Provision Plans (if a pupil has one) and working with the whole school by discussing a pupil's progress.

For any pupil who receives SEN support or has an EHC plan, an annual review of provision will enable an evaluation of the effectiveness of such provision. However, additional meetings at times other than the end of the year may also take place with staff and parents as required.

RECORDS OF SEN

1. A note of children's needs and any support or provision provided is recorded in TES Provision Map. The software is an online application which is accessible to all staff and quickly highlights children's needs and the strategies required to work with them.
2. Copies of OT, EP, and Speech and Language reports are also kept on Provision Map for staff to refer to when planning their work.
3. All other assessments/ results for both SEN and LS pupils are kept in Provision Map
4. A SEND register is also maintained which includes all students with any LS needs in the school
5. Passports and Assess-Plan-Do-Review (APDR) forms are jointly created by the class teacher and Learning Strategies Staff for children that receive 1 to 1 support sessions or have a high level of need.

WORKING IN PARTNERSHIP WITH PARENTS

Parents play an active role in our school and the Learning Strategies Department embrace this communication. It is vital that all staff maintain high levels of quality engagement with parents, particularly those with pupils who are experiencing additional difficulties accessing the curriculum.

Partnership with parents is seen as crucial in enabling all pupils to achieve their potential. We believe that parents have the knowledge and expertise when it comes to their children and we actively support this. Regular review meetings are held and these help to enhance effective communication with the pupil at the centre.

THE PUPIL VOICE

We acknowledge the importance of the pupil's voice. Pupils are encouraged to play an active role in their own learning irrespective of whether they have an additional need. Any pupil, who has an identified need or receives support will have a pupil portrait outlining their needs and strategies. We encourage children to feed into their pupil portrait to help inform teachers how they learn best. They also have an opportunity to discuss and choose their targets for learning. We promote a holistic approach to meeting the needs of pupils. In addition, pupils are welcome to come and have an informal talk to us if there are other issues that concern them as we recognise that emotional worries can be a barrier to learning.

COMPLAINTS PROCEDURE

Complaints about the SEN policy should be addressed in the first instance to the Headteacher. Complaints about the day-to-day implementation of the policy may be addressed to the Head of Learning Strategies. Any such complaint will be investigated and a response given in accordance with our Complaint Policy.

SUMMARY

Holmewood House takes its duty of care to all pupils seriously. We are committed to promoting inclusion and ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) receive appropriate provision and reasonable adjustments in line with the Equality Act 2010 and the Independent School Standards (ISSRs 2014). Our practice is guided by national best practice principles, including the graduated approach to support and the involvement of pupils and parents in decision-making. Provision is regularly reviewed to ensure that all pupils are able to access learning and achieve their potential.

Record of Amendments

Amendment	By whom	Date
Policy revised in line with SEND Code of practice 2014	JH	December 2015
Policy revised	JH	July 2016
Policy reviewed CRL changed to HHSDR	JH/CPB	January 2017
Policy reviewed	RM / CPB	January 2019
Policy updated name change to EH	CPB	May 2021
Policy updated name change to LE	CPB	September 2021
Policy updated name change to MH	MH	September 2022
Policy updated name change to LJ	CPB	January 24
Policy updated	LJ	September 2025
Policy revised	LJ	January 2026

Table of Amendments

This policy has been reissued under current version as below.

Version Number	Amended by	Date
Version 1	JH	Dec 2014
Version 2	JH/CPB	Jan 2016
Version 3	JH/CPB	Jan 2017
Version 4	RM / CPB	Jan 2019
Version 5	RM	June 2019
Version 6	MH	January 2023
Version 7	LJ	September 2025
Version 8	LJ	January 2026

MONITORING AND REVIEW

All school personnel and governors have a copy of this policy and will have the opportunity to feed into the annual SEND review.
A statement explaining how the school manages pupils with Education and Health Care plans is available on the school website and as part of this document.

Next review date: January 2027