



SEN (Special Education Needs) Policy

Harrodian is dedicated to supporting neurodiverse pupils/students, including those with Specific Learning Difficulties and physical or neurological disabilities, wherever possible, provided they continue to thrive both academically and personally in a mainstream setting. However, the School is not equipped to accommodate the full spectrum of abilities or the entire range of Special Educational Needs (SEN).

The School admits some pupils/students with mild Specific Learning Difficulties, other learning disorders, health conditions, and those for whom English is an Additional Language (EAL). Disclosure of any known difficulties or conditions must be made during the Admissions process. For more information, please refer to the *Admissions Policy*.

After admission, some pupils/students may be identified with Specific Learning Difficulties or emotional/behavioral challenges. In such cases, an assessment process is initiated to determine how the School can best support their learning needs, and whether full accommodation is possible.

The School is committed to catering to the diverse abilities of all pupils/students by providing challenging and rewarding work that encourages growth and enables them to reach their full potential, both academically and in social and personal development.

A pupil/student is considered to have Special Educational Needs (SEN) if their learning difficulty or current level of English proficiency requires special educational support to access the curriculum and fulfil their potential. These pupils/students are identified in the student data system (SIMS/Edulink), ensuring that all teachers are informed of their needs and the recommended teaching strategies to support them in the classroom.

Harrodian Objectives in Relation to SEN

- 1. Ensure Equal Access:** Provide pupils/students with identified SEN full access to high-quality education within a broad, balanced curriculum, fostering self-esteem and building confidence in their ability to learn, enabling them to reach their full potential.
- 2. Early Identification:** Identify pupils/students whose learning, development, and social skills significantly differ from their peers as early as possible, to ensure timely intervention.
- 3. Collaboration and Support:** Advise and collaborate with staff and parents to identify SEN, offering guidance and referrals for formal assessments when necessary.

4. **Differentiated Provision:** Address the needs of SEN pupils/students through tailored differentiation, appropriate resources, and teaching strategies in the classroom. When needed, advise parents on arranging additional private specialist support, outside of school, or assessments in collaboration with the Learning Enrichment Department or external providers.
5. **Monitoring and Review:** Coordinate each child's SEN provision and regularly review their progress, with the SENCo working alongside staff, parents, and pupils/students to ensure continuous development.
6. **Inclusive Learning Environment:** Strive to create an adaptive, creative classroom where all pupils/students, including those with SEN, can thrive and engage in meaningful learning.

Identification, Assessment, and Provision for Pupils with SEN

1. **Early Identification:** Form and subject teachers are responsible for initiating the identification of pupils/students with potential learning difficulties. Any concerns or observations should be passed on to the Learning Enrichment Department as early as possible.
2. **Collaboration:** Concerns will be discussed with the Head of Year, the parents, the pupil/student (where appropriate), and the SENCo to ensure a comprehensive understanding of the situation.
3. **Evidence Collection:** Staff should gather relevant information and evidence to support their concerns and submit it for review by the Learning Enrichment Department.
4. **Screening and Testing:** The SENCo may screen individual pupils/students using both traditional and online tests to assess possible neurological differences. These results will be shared with parents and inform the development of action plans.
5. **13s (Year 9) Screening:** The Senior School SENCo administers an underlying skills screening for all 13s (Year 9) pupils. Results are shared with parents upon request or if the tests indicate areas that require further evaluation. These results will also be provided to any relevant educational assessors, whether internal or external.
6. **Testing:** The School's Pre-Prep and Prep Schools conduct regular objective testing to detect potential learning difficulties. In addition, CAT4 tests are administered in the 8s (Year 4), MidYIS tests are given in the 11s (Year 7) and 12s (Year 8). In the Senior School, the Lucid Exact online screening is administered in the 13s (Year 9), and YELLIS tests are given in the 14s (Year 10). Any results that do not align with a pupil's/student's expected progress or attainment will prompt further investigation and/or classroom adjustments.
7. **Pre-Entry Identification:** Some pupils/students may be identified with SEN before entry. In such cases, the SENCo will summarise all evidence provided by the parents and previous schools and share it with staff.
8. **Formal Assessments:** If there are indications that a pupil/student may have a learning difficulty, the School will seek parental consent for formal assessments by an educational psychologist or another appropriate professional. This may also be required for applying for exam access arrangements. Parents can choose to consult either the School's retained educational psychologists or one of their own selection. Please note that, in accordance with the Joint Council for Qualifications, educational psychologists or specialist teachers must be known to the School for their reports to be used as evidence for access arrangements at GCSE or A Level. Parents are responsible for any costs associated with these assessments. The School will endeavour to follow any recommendations from the assessments, subject to agreement on additional fees, where applicable.

9. **Ongoing Communication:** Staff maintain regular contact with the relevant SENCo to discuss concerns and ensure appropriate provision for pupils/students with SEN.

10. **SEN Register and Record-Keeping:** The Head of Learning Enrichment, with support from the relevant SENCo, maintains an up-to-date SEN register on each pupil's/student's profile in SIMS. This allows staff to easily access each pupil's/student's special educational needs profile, including specific teaching recommendations where applicable. The register also tracks which pupils/students are being monitored or receiving additional support from in-school specialists. Furthermore, a record is kept of any pupils/students who have previously been monitored for academic or developmental concerns, ensuring that any changes in progress are promptly identified.

Learning Enrichment

Our Learning Enrichment Department offers a nurturing environment where, at any stage of their schooling, pupils may obtain the extra support they need to help them to work to their individual strengths and to achieve their best. Please note, one-to-one Learning Enrichment lessons are an additional charge.

In the absence of in-class LSA or HLTA provision (particularly from 11+), Harrodian seeks to support children with SEN in the following ways:

- Offering targeted one-to-one support lessons in Learning Enrichment for Literacy, Mathematics, and cross-curricular study skills.
- Coordinating and liaising with class teachers and parents.
- Setting up and monitoring individual action plans.
- Providing advice on handwriting.
- Providing advice on educational assessment.
- Providing advice on support networks.

One-to-One Provision Post-11+

From Year 7 (post-11+), one-to-one (1:1) support within the classroom is not permitted at Harrodian. This policy is based on several key considerations that reflect both the educational philosophy of the School and the practical realities of secondary education.

At Harrodian, pupils are taught by subject specialists across a broad curriculum, with lessons designed to promote independence, collaboration, and direct engagement with teachers. One-to-one support risks disrupting this model, creating inequities, and straining classroom space, particularly in practical subjects. Instead, the School provides inclusive and consistent support through targeted interventions, differentiated teaching, and close collaboration between subject teachers and the SEN team.

We aim to ensure that all pupils, including those with special educational needs, are supported in a way that aligns with the School's educational values and operational structure. By focusing

on inclusive, curriculum-integrated support strategies, Harrodian aims to promote independence, resilience, and academic success for all learners.

Harrodian is committed to supporting pupils who are neuro-diverse, including children who have identified or possible Specific Learning Difficulties and physical or neurological disabilities, where possible, as long as they continue to progress successfully and happily in a mainstream academic setting. **Consequently, the School cannot accommodate the full spectrum of ability, nor the full range of Special Educational Needs (SEN).**

Please note, the School is not named under section 41 of the Children and Families Act 2014, but is fully compliant with all aspects of the SEN Code of Conduct.

Application for Examination Access Concessions

The Senior SENCo is responsible for applying for exam concessions for pupils/students entering public examinations (A-Level, GCSEs etc).

Should further assessment be required for external exam concessions, the Senior SENCo will advise parents to arrange either an Exam Access Arrangements Assessment with a qualified specialist teacher or a full assessment with an external educational psychologist and/or other professionals recognised by the School, in accordance with the Joint Council of Qualifications (JCQ) regulations. The cost of these assessments is to be borne in full by the parents.

To support Prep School pupils on the SEN register and ensure they can perform to their full potential, the School also provides appropriate accommodations for internal examinations. These provisions are made based on existing assessments and guidance from the Learning Enrichment Department, in collaboration with teaching staff.

Emotional and Behavioural Difficulties

The School is committed to providing a supportive and nurturing environment where every individual is valued and where learning can take place in an orderly, purposeful, and creative way.

The School's policy is to support children experiencing emotional and behavioural difficulties through the collective efforts of all subject teachers, Form Tutors, Heads of Year, the Learning Enrichment team, counsellors, and other staff members.

While the School is dedicated to supporting pupils/students with emotional and behavioural challenges, this support cannot come at the expense of the well-being and learning of other pupils/students. In cases where difficulties are significant, parents may be asked to seek external professional intervention or make appropriate provision elsewhere.

The **Pupil Attitudes to Self and School (PASS)** survey is conducted twice a year in Pre-Prep 3 and throughout the Prep School to monitor pupils' attitudes towards themselves and the School,

which may serve as indicators of unhappiness or distress. As an early tool for identifying potential concerns, PASS allows the School to implement interventions aimed at supporting pupil well-being.

Medical Conditions

The School currently supports pupils/students with serious medical conditions. In line with the guiding principles of the Disability Discrimination Act 1995, and the Equality Act 2010 which emphasise 'reasonable accommodation' and adjustment, the School strives to ensure that all pupils/students receive the necessary care and support.

The School Medical and Welfare Officers play a key role in managing the care of pupils/students with serious medical conditions, working closely with both parents and staff to ensure that appropriate provisions are in place.

Additionally, the School regularly reviews its facilities in accordance with the Disability Discrimination Act 1995, and the Equality Act 2010, ensuring that potential pupils/students with medical conditions are not discriminated against and have equal access to all aspects of school life.

Approved by:	Senior Leadership Team
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