



Kneller Hall Junior School

LEARNING SUPPORT AND SEND POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	School website, Parent Portal, and on request from the school office

Signed:

Sasha Davies

Head

September 2026

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Learning Support & SEND Policy

Purpose and Context

This policy sets out the school's approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND) within a mainstream independent school setting.

Kneller Hall Junior School is committed to ensuring that all pupils are supported to access learning, make progress, and develop independence. The school recognises that pupils may require different levels of support at different times, and that these needs may change as pupils develop or as the learning context changes.

At Kneller Hall Junior School, SEND is identified where a pupil requires special educational provision that is additional to or different from that normally available to pupils of the same age in this setting. SEND identification is provision-led, context-specific, and reviewed regularly. A diagnosis alone does not determine SEND status.

Legal Framework

This policy has regard to the following legislation and guidance:

- SEND Code of Practice (DfE, 2015)
- Children and Families Act (2014)
- SEND Regulations (2015)
- Equality Act (2010)
- Supporting Pupils at School with Medical Conditions (2015)

The policy applies to all pupils and staff and to all aspects of school life, including activities outside normal school hours. Where safeguarding concerns arise in relation to a pupil with SEND, the school's Safeguarding Policy and procedures will be followed immediately.

Aims and Principles

The school aims to:

- Ensure that pupils, including those with SEND, are supported to access learning and make progress
- Maintain high expectations for all pupils
- Ensure class teachers retain responsibility for the progress and development of all pupils
- Use a graduated approach to identify and respond to need
- Promote independence and avoid unnecessary reliance on adult support
- Work in partnership with parents and, where appropriate, external professionals
- Make reasonable adjustments in line with the Equality Act (2010)

As an independent preparatory school, Kneller Hall Junior School operates within its own staffing, expertise, and budgetary structures. While the school seeks to support a wide range of needs within its mainstream environment, some highly specialist or intensive provision may fall outside the school's capacity.

The school aims to be transparent about the limits of provision that can reasonably be made and makes decisions based on professional judgement, available resources, and the impact on access to learning.

Definition of SEND

In line with the Children and Families Act (2014) and the SEND Code of Practice (2015), a pupil is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision.

Special educational provision is defined as provision that is additional to or different from that made generally for other pupils of the same age.

SEND is broadly categorised under four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

A disability is defined under the Equality Act (2010) as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Pupils are not regarded as having SEND solely because the language of their home differs from the language of instruction. Support for pupils with English as an Additional Language is addressed separately within the EAL Policy.

Learning Support Provision

Most pupils' needs are met through high-quality classroom teaching, supported by:

- Differentiation
- Reasonable adjustments
- Clear modelling and explanation
- Personalised feedback

Class teachers are responsible for the progress and development of all pupils, including those with SEND. SEND support builds on, but does not replace, high-quality teaching. The SENDCo supports teachers in identifying barriers to learning and in advising on appropriate strategies and provision.

The school uses a graduated, provision-led approach to identify and respond to pupils who experience difficulty accessing learning. Support is provided at increasing levels of intensity depending on need, impact, and response to intervention.

Identifying When Additional Support Is Required

Where a pupil is not making expected progress despite high-quality classroom teaching, concerns may be raised with the SENDCo.

Indicators may include, but are not limited to:

- Persistent slow progress despite targeted teaching strategies
- Specific and ongoing difficulties with literacy or numeracy
- Social, emotional, or behavioural needs that impact learning and are not resolved through classroom strategies
- Sensory or physical needs requiring additional adjustment
- Communication or interaction difficulties affecting access to learning

Concerns may be identified through:

- Teacher observation and assessment
- Pupil progress data

- Information shared by parents
- Reports or advice from previous schools or external professionals

Identification at this stage does not imply SEND and forms part of whole-school monitoring and response.

Learning Support Provision Map

The SENDCo maintains a Learning Support Provision Map, which records pupils receiving additional or targeted support at any given time.

The provision map includes:

- Pupils receiving short-term or targeted interventions, and
- Pupils requiring ongoing special educational provision who are recorded on the SEND Register

The provision map reflects the graduated approach and makes clear the level, purpose, and duration of support. It is used to monitor impact and to inform decisions about next steps.

The Graduated Approach (Assess–Plan–Do–Review)

The school applies the Assess–Plan–Do–Review cycle with any pupil not making expected progress, regardless of SEND status. This is a core element of whole-school practice.

- Assess – Needs are identified through observation, assessment, and discussion
- Plan – Strategies, adjustments, or interventions are agreed
- Do – Support is implemented within the classroom or through targeted provision
- Review – Impact is evaluated, and provision adjusted accordingly

For some pupils, this process indicates that needs can be met through high-quality teaching or time-limited support. For others, where needs are ongoing and require special educational provision, this process may lead to inclusion on the SEND Register.

The SEND Register

A pupil is placed on the SEND Register when it is determined that they require special educational provision that is additional to or different from that normally available to pupils of the same age in this school. The SEND Register is provision-led rather than diagnosis-led.

Criteria for SEND Register Inclusion

A pupil may be placed on the SEND Register where:

- A learning difficulty or disability has a sustained impact on access to learning, and
- Progress remains limited despite appropriate teaching adaptations and targeted support, and
- Ongoing special educational provision is required

Dynamic Nature of the SEND Register

Placement on the SEND Register reflects current need within this setting and is reviewed regularly.

Pupils may:

- Move onto the SEND Register as needs emerge
- Move off the SEND Register if special educational provision is no longer required

A diagnosis alone does not automatically result in SEND Register inclusion. Pupils with diagnosed conditions who can access learning through high-quality teaching and minor adjustments may not be placed on the SEND Register. In such cases, needs are monitored and staff are informed of appropriate classroom strategies.

Decision-Making and Oversight

Decisions regarding SEND Register placement are made by SLT, led by the SENDCo, and informed by:

- Evidence of progress and impact
- Teacher input
- Consultation with parents
- Advice from external professionals where appropriate

SEND Register placement is based on evidence of need and is reviewed regularly.

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a statutory plan issued by a Local Authority for children and young people with severe and complex needs, setting out required educational, health, and care provision.

Independent School Position

As an independent mainstream school, Kneller Hall Junior School does not operate under the same statutory duties as maintained schools in relation to EHCPs.

The school is not legally required to admit or retain a pupil with an EHCP unless all of the following conditions are met:

- The placement is agreed in advance by the relevant Local Authority
- The school has confirmed it can meet the needs specified within a mainstream setting
- Funding and arrangements for any additional provision are clearly agreed prior to admission or continuation

Parents or Local Authorities must consult the school before naming it in an EHCP.

EHCP Consultation and Placement Decisions

When consulted by a Local Authority, the school will:

- Review the EHCP carefully and professionally
- Assess whether the specified provision can be delivered reasonably and effectively
- Respond within statutory timescales

Placement will be confirmed only where the school is satisfied that it can deliver the provision appropriately.

Where a Pupil with an EHCP Is Admitted

Where a pupil with an EHCP is admitted, the school will:

- Implement the EHCP as agreed
- Participate in statutory reviews
- Produce and review individual support plans
- Make reasonable adjustments to support access to learning

Any specialist provision beyond the school's standard offer must be funded by the Local Authority or parents, in line with the EHCP.

EHCP Assessment Requests for Existing Pupils

Where the school determines that it cannot reasonably meet a pupil's needs through SEND provision, the SENDCo may initiate an EHCP needs assessment in consultation with parents and professionals.

- An application does not guarantee an EHCP
- An EHCP does not guarantee that the school will be named or placement continued

Parents or professionals may also request an assessment directly from the Local Authority.

Specialist External Support

Where appropriate, the school may seek advice from external professionals to support understanding of a pupil's needs or to inform provision.

Any specialist support that falls outside the school's standard provision (including, but not limited to, Speech and Language Therapy, Occupational Therapy, or Educational Psychology input) must be:

- Funded by parents, or
- Funded by the Local Authority, where agreed as part of an Education, Health and Care Plan (EHCP)

External involvement does not automatically result in SEND Register inclusion.

Recommendations are considered in the context of the school's setting, capacity, and the pupil's access to learning.

Parents will always be informed before external referrals are initiated or recommendations acted upon.

Review, Monitoring and Record Keeping

The SEND Register and Learning Support Provision Map are securely maintained by the SENDCo.

These records are used to:

- Track provision and outcomes
- Monitor progress and independence
- Inform review and decision-making

Teaching staff have access to relevant SEND information and are expected to review this regularly and implement agreed strategies consistently.

Decisions regarding placement on, or removal from, the SEND Register are made by the SENDCo and are informed by evidence, professional judgement, and consultation with teachers and parents.

The effectiveness of SEND provision is monitored through:

- Pupil progress data
- Classroom observation
- Review meetings
- Staff and parent feedback

The SEND policy and its implementation are reviewed annually by the SENDCo and Senior Leadership

Team.

Partnership with Parents and Pupils

The school recognises parents as important partners in their child's education and values open, professional communication.

Parents of pupils receiving SEND support are kept informed through:

- Review meetings
- Progress updates
- Planned discussions with staff

Pupils are encouraged to contribute to planning and review processes where appropriate, in ways that reflect their age and understanding. While parental views are taken into account, decisions regarding SEND provision and SEND Register placement remain professional decisions based on evidence and impact.

Admissions and Access

Kneller Hall Junior School welcomes applications from pupils with a wide range of learning profiles, including those with identified SEND. All applications are considered individually to determine whether the school can meet a pupil's needs reasonably and effectively within its mainstream setting and available resources.

Parents are required to disclose any known SEND, diagnoses, or involvement with specialist services (private or statutory) as part of the admissions process. This includes, where applicable, Speech and Language Therapy, Occupational Therapy, Educational Psychology input, or other professional support.

Disclosure of SEND, learning difficulties, medical needs, or developmental concerns:

- Does not guarantee admission
- Enables the school to assess provision requirements and plan appropriate support

Failure to disclose relevant information may affect the school's ability to meet a pupil's needs appropriately.

Transition Arrangements

Transitions are planned carefully to support continuity and access to learning.

Transition support may include:

- Additional visits or preparation
- Sharing of relevant information between staff
- Liaison with previous or receiving schools
- Consultation with external professionals, where appropriate and with parental consent

The level of transition support provided reflects the pupil's needs and the receiving context.

Links with Other Settings and External Agencies

With parental consent, the school may liaise with:

- Previous or receiving schools

- External professionals supporting the pupil

Information sharing is undertaken in line with data protection requirements.

Staff Development

The school is committed to developing staff confidence and competence in supporting pupils with SEND.

This includes:

- Regular SEND-focused INSET led by the SENDCo
- Access to relevant training opportunities
- Ongoing professional guidance and support
- Access to SEND resources and information via SharePoint

Staff are expected to engage with training and apply learning within the classroom.

Concerns, Complaints and Further Advice

Concerns regarding SEND provision should be raised in the first instance with the class teacher.

If concerns remain unresolved, parents may:

1. Meet with the SENDCo
2. Escalate concerns to a member of the Senior Leadership Team
3. Raise concerns with the Head

This process is in line with the school's Complaints Policy.

Further information, advice, and signposting to external support organisations can be provided by the SENDCo on request.

Final Professional Statement

SEND provision at Kneller Hall Junior School is provision-led, evidence-based, and responsive, grounded in high-quality teaching and professional judgement.

The school is committed to supporting pupils to access learning, make progress, and develop independence, while remaining transparent about the limits of provision within a mainstream independent school setting.