

# SEND Policy

## (Junior School, Senior School and EYFS)



| UPDATED BY                                                                 | DATE OF ISSUE  | NEXT REVIEW DATE |
|----------------------------------------------------------------------------|----------------|------------------|
| Deputy Head Academic and<br>Head of Student Support and<br>Academic Access | September 2026 | September 2027   |

## **Statement of Values**

At South Hampstead High School, our school vision is wholly reflected in our vision for SEND and neurodiversity: *opening doors, hearts and minds*. We strive to create an aspirational, inclusive culture for all students. Inclusion is a whole-school responsibility: every teacher is a teacher of students with individual needs.

Our girls are encouraged to aim high and take risks in their learning. Our vision is to nurture reflective, independent learners who are supported and challenged to discover their potential, their strengths, their identity, and their voice. We believe ability is not fixed but fluid, and that every student can flourish through Quality First Teaching, pastoral care, and an inclusive culture that celebrates diversity. By fostering aspiration, confidence, and tenacity, we prepare our students to thrive both within our school and in the wider world.

## **Statutory Framework**

This policy has been written in line with statutory guidance for Independent Schools, and with due regard to the core principles of good practice for all schools. It reflects our responsibilities under:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Regulations 2014
- The SEND Code of Practice (updated 2023)
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- South Hampstead High School Admissions Policy
- GDST Exclusion Policy
- SHHS Safeguarding and Child Protection Policy
- SHHS Behaviour Policy
- SHHS Anti-Bullying Policy

## **Aims and Objectives**

Our aims are:

- To ensure that every student can access a broad, balanced and stimulating curriculum, adapted where appropriate to remove barriers to learning.
- To identify learning needs early, whether at entry or during a student's journey through the school, and to provide timely, effective support.
- To empower staff, students and families to understand and respond to learning needs in partnership.

These aims will be achieved through the following approaches:

### **High standards of teaching and learning.**

- *Senior School:* the ABCD of Quality First Teaching
  - Accessible Resources
  - Balanced Questioning
  - Cognitive Load
  - Dual Coding
- *Junior School:* using ABCD of Quality First Teaching is underpinned by scaffolding, concrete resources, phonics-based strategies, visual stimuli and small-group support within class.

### **Clear systems for early identification.**

- In the Early Years Foundation Stage (EYFS), support emphasises the importance of early identification and intervention. Teachers in Reception observe students' development closely across all areas of learning, with particular attention to communication and language, personal, social and emotional development, and early literacy and numeracy skills. Where concerns arise, these are discussed promptly with the Junior School SENDCo who may advise on informal strategies which are shared with parents/carers, ensuring that families are involved from the earliest stage. Adjustments may include targeted small group language interventions, personalised learning tasks, or closer monitoring within the classroom environment.
- *Junior School:*  
Class teachers are the first point of contact as they monitor student progress closely, escalating concerns to the SENDCo and/or to the Deputy Head Academic or Deputy Head Pastoral. An open dialogue with parents is maintained which may result in-class observations, some small group work teaching or the use of diagnostic screening to explore barriers to learning.

- *Senior School:* Form tutors and Heads of Year are the first point of contact, escalating concerns to the Head of Student Support and Academic Access who may advise that diagnostic screenings and in-class observations may be used to explore barriers to learning.

#### **Rigorous tracking of progress.**

- *Junior School:* Progress is reviewed in pupil progress meetings and the end of interventions. The Academic deputy, class teachers and SENDCo meet termly to discuss pupil progress.
- *Senior School:* Progress is tracked termly and at half-termly SEND Team meetings, drawing on academic data, tutor feedback, and student voice.

#### **Flexible SEND systems.**

- *Junior School:* Support may include short-term boosters groups, in-class push-in support or 1:1 specific teaching for identified needs. There may be a SEND Support Plan that evolves through the *assess, plan, do, review* cycle.
- *Senior School:* Support may include mentoring or peer mentoring, study skills groups, exam access arrangements, possible small, short term interventions, or a SEND Support Plan that evolves through the *assess, plan, do, review* cycle.

#### **Empowering teachers.**

- *Junior School:* Ongoing CPD, support plans, regular updates from the SENDCo and Deputy Heads, guidance in scaffolding, adaptive teaching and resources for inclusive classroom practice is continuously shared.
- *Senior School:* Ongoing CPD, subject-specific strategies for supporting diverse learners, and opportunities to share best practice across departments. Regular updates and training from the Head of Student Support and Academic Access as well as GDST Adapt 26 provides a vast range of topics and specific training.

#### **A living SEND Register.**

- *Junior School:* The register is accessible to staff and is updated in real time by the SENDCo, with input from class teachers and external specialists, ensuring transition information is comprehensive.

- *Senior School:* The register is accessible to all staff and reviewed at SEND Team meetings; updates include teacher insights, student reflections, and external reports. The Head of Student Support and Academic Access is responsible for the SEND register.

### **Definition of SEND:**

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. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

*Have a significantly greater difficulty in learning than the majority of children their age;*

*Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

*Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.*

The term 'learning difficulty' covers a wide variety of conditions and includes but not limited to: autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. This also includes those with physical and sensory needs such as sight and hearing.

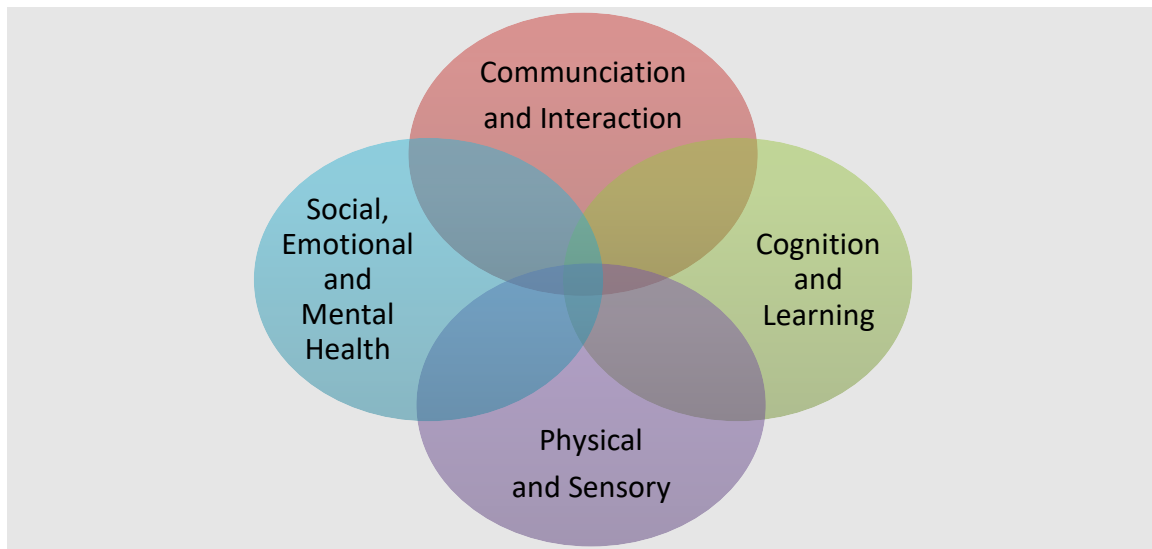
### **Definitions**

**Disability** (Equality Act 2010): A person has a disability if they have "a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

**Special Educational Needs** (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.

**Areas of Need** (SEND Code of Practice 2023):

There are 4 broad areas of need:



At South Hampstead, we recognise that students may experience barriers across more than one area of need, and that provision must be flexible and responsive.

### **Identification and Referral**

#### **Junior School and EYFS:**

Class teachers are central to the early identification of needs, drawing on day-to-day observation, assessment and dialogue with parents.

The Junior School SENDco oversees referrals and interventions, maintains the SEND Register, and ensures records are updated through CPOMS.

Concerns are raised swiftly with parents and discussed collaboratively, with a focus on early intervention.

#### **Senior School:**

Concerns may be raised by subject teachers, form tutors, students or families, and are overseen by the Head of Year who refers to the Head of Student Support and Academic Access, who also ensures records are updated through CPOMS.

The Head of Student Support and Academic Access investigates concerns, liaising with staff, families, and where appropriate external professionals.

For students joining from South Hampstead Junior School, handover meetings between the SENDCo and Head of Student Support and Academic Access ensure continuity of support. For other entrants, the admissions team works with families and feeder schools to share relevant information.

## **Levels of Support and Provision**

At South Hampstead, provision follows a tiered approach, with support escalating according to need, in line with a Multi-Tiered System of Support (MTSS). This combines a graduated response approach with positive behavioural interventions and supports providing a full and cohesive programme of support. The Head of Student Support and Academic Access/SENDco sits in both Pastoral and Academic meetings.

### **The Graduated Response: A Multi-Tiered System of Support (MTSS)**

Our provision is rooted in the *graduated approach* outlined in the SEND Code of Practice (2023). We embed this within the Multi-Tiered System of Support (MTSS) to ensure that students receive the right help at the right time.

## **SEND Provision Across the School**

At South Hampstead High School, we are committed to an inclusive, aspirational culture where every student can thrive. Our approach to SEND and learning support is personalised, evidence-informed, and operates across EYFS, Junior, and Senior phases.

- Universal Support: Differentiated learning experiences in the classroom, scaffolded tasks, and multisensory resources.
- Targeted Support: Small-group interventions or focused 1:1 sessions, addressing emerging needs in literacy, numeracy, language, and personal, social, and emotional development.
- Specialist Support: Liaison with external professionals (Speech & Language Therapists, Educational Psychologists) where required, with strategies implemented in partnership with the Junior School SENDCo and families.

At South Hampstead, parents are involved from the earliest stages of concern. This may begin with an informal conversation between the class teacher or tutor and the family, where emerging needs are first discussed openly and constructively.

As support is put in place, families are kept informed through frequent informal updates; for example, brief conversations at the end of the school day in the Junior School, or email and phone communication in the Senior School. These ongoing touchpoints ensure that parents feel fully aware of how their child is progressing and allow for two-way sharing of observations from home and school.

Alongside this, the school also provides opportunities for more structured meetings. These may include termly review discussions, progress update meetings with the SENDCo (Junior School) or Head of Student Support and Academic Access (Senior School), and, where appropriate, multi-

agency Team Around the Child (TAC) meetings. These structured forums allow for careful monitoring of progress against agreed strategies, as well as forward planning.

At the start of each year, and at key transition points, referred students will be screened to identify both strengths and potential barriers to learning.



### **Tiered Interventions and Supports**

Provision is organised into three tiers:

**Tier 1 (Universal): high-quality, inclusive classroom teaching.**

**Junior School:**

#### **Early Years Foundation Stage (EYFS)**

In EYFS, early identification and support are crucial. Our youngest students are observed and assessed from the outset to identify any barriers to learning, in line with the statutory EYFS framework. Baseline assessments (CEM) take place in early September with a baseline progress test at the end of the academic year.

Support is delivered through:

- Inclusive strategies include the use of visual timetables,
- modelling of language,
- Use of concrete apparatus
- scaffolding through questioning, and small-step instructions to build independence.
- Staff differentiate naturally through the provision of open-ended tasks, varied resources, and flexible grouping so that all children can participate meaningfully

- Progress is tracked continuously through observation and assessment, enabling teachers to adjust provision quickly and responsively

### **Key stages 1 and 2:**

In Key Stages 1 and 2, early identification and timely support are central to our practice. Class teachers monitor students' learning and development closely, drawing on daily observation as well as formal assessments. Particular attention is given to progress in literacy and numeracy, alongside social and emotional wellbeing.

Where barriers to learning are identified; whether related to reading, writing, mathematical understanding, attention, organisation, or peer relationships, support is introduced. The Junior School SENDCo works alongside teachers to guide provision, and parents are kept closely involved so that strategies at home and school remain consistent. Progress is reviewed regularly to ensure interventions are effective and that provision adapts to students' changing needs.

This responsive, joined-up approach enables every child to develop confidence, independence, and resilience as they move through the Junior School and prepare for transition into the Senior phase.

Read Write Inc Phonics,

Robust literacy and numeracy skills.

Visual timetables,

Concrete resources,

Adaptive teaching and in class support,

Regular teacher-parent communication.

### **Senior School:**

In the senior school, the focus on high-quality, inclusive teaching continues to ensure that all students have equitable access to the curriculum and are supported to achieve their full potential. Class teachers remain the first point of contact for monitoring progress and identifying any emerging barriers to learning.

Support in these stages is guided by the principles of Quality First Teaching, often described through the **ABCD of Quality First Teaching**

- **Accessible Resources:** All learning materials are designed to be clear and usable for students of varying abilities and learning preferences. This includes differentiated texts, visual supports, and digital tools that enable independent engagement.
- **Balanced Questioning:** Teachers use a variety of questioning techniques to encourage critical thinking, assess understanding, and involve all students in classroom dialogue. Questions are carefully pitched to challenge without overwhelming.

- **Cognitive Load:** Lessons are structured to manage cognitive demands, breaking complex tasks into manageable steps and sequencing learning to build confidence and mastery.
- **Dual Coding:** Key concepts are reinforced through multiple modes, combining text, visuals, diagrams, and practical examples to support comprehension and memory.

Alongside these strategies, students receive targeted support where needed, including small-group sessions, scaffolded resources, and individual interventions. Staff work collaboratively with the Head of Student Support and Academic Access to ensure interventions are evidence-informed and responsive to students' progress.

Progress is reviewed continuously through teacher observation, assessment data, and formal monitoring. Adjustments are made to teaching approaches, scaffolds, and additional support to ensure all students, including those with SEND, or other learning challenges, are fully included in lessons and able to thrive academically and personally.

This approach promotes independence, resilience, and self-efficacy as students prepare for public examinations and their transition to sixth form.

#### **Tier 2 (Targeted): small-group or short-term interventions.**

Junior School: literacy/maths booster groups, handwriting support, pastoral check-ins, quiet space provision at lunchtimes.

Senior School: subject-specific clinics, study skills workshops, literacy/numeracy catch-up, mentoring.

#### **Tier 3 (Specialist): highly individualised support, often involving external professionals.**

Junior School: 1:1 interventions (e.g. phonics, maths, handwriting), use of assistive technology, support from Speech and Language or Occupational Therapists and other agencies as needed.

Senior School: personalised SEND Support Plans, exam access arrangements, mentoring, referrals to Educational Psychologists, CAMHS, or other external agencies.

#### **Data-Driven Decision-Making**

Decisions are based on assessment, teacher feedback, pastoral insights, and student/parent voice.

#### **Continuous Progress Monitoring**

##### **Junior School: Progress Reviews**

Student progress for those receiving SEND support is reviewed on a regular basis to ensure that strategies remain effective and responsive to need. Reviews involve collaboration between class

teachers, the Deputy Head Academic, and the Junior School SENDCo. These meetings provide an opportunity to reflect on progress, discuss next steps, and agree to any necessary adjustments to support provision.

In the Senior School, the progress of students with SEND is reviewed regularly through SEND Team meetings and within the school's established reporting cycles. This process ensures that student needs are monitored closely, with outcomes and strategies evaluated in partnership with subject teachers and the Head of Student Support and Academic Access. Reviews provide a structured opportunity to consider progress across subjects, highlight strengths, identify emerging challenges, and agree adjustments or additional interventions where required. Parents are kept fully informed, and the emphasis remains on supporting students to make confident and sustained academic progress.

### **Student Progress Reviews**

| <b>Junior School</b>                                                                                                                                                                                                                                                                                                                                             | <b>Senior School</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student progress is reviewed regularly in partnership with class teachers, the Junior School SENDCo, and the Deputy Head (Pastoral). Reviews consider academic progress, social development, and access to the curriculum. Parents are engaged throughout, ensuring a collaborative approach that celebrates strengths and identifies areas for further support. | Student progress is reviewed regularly through SEND Team meetings and established reporting cycles. The process is led by the Senior School Head of Student Support and Academic Access, in collaboration with subject teachers and the Deputy Head (Academic). Reviews evaluate attainment, participation, and wider school engagement, ensuring appropriate adjustments and interventions are in place. Parents are kept fully informed at each stage. |

### **Collaborative Approach**

At South Hampstead, we recognise that effective support for students with additional learning needs is most successful when it is truly collaborative. We work in partnership with families, staff, and students themselves to ensure that provision is consistent, purposeful, and responsive.

#### **Collaborative Approach**

Support for students with SEND is strengthened through joined-up working between staff, families, students, and, where appropriate, external specialists. Collaboration is not a one-off process but an ongoing dialogue, ensuring that provision remains responsive to a student's needs and context.

## Junior School

- The Junior School SENDCo meets regularly with class teachers to review the students' progress and agree on practical classroom strategies, such as scaffolded resources or visual supports.
- Families are actively involved through informal conversations, parent meetings, and workshops that help them understand how support and accommodations are developed both in and beyond the classroom.
- Collaboration is often more immediate and informal, with teachers and the SENDCo working closely with parents to support learning at all stages.
- The Junior school also work in conjunction with an Occupational Therapist Practice who provide in school support and teacher guidance when required

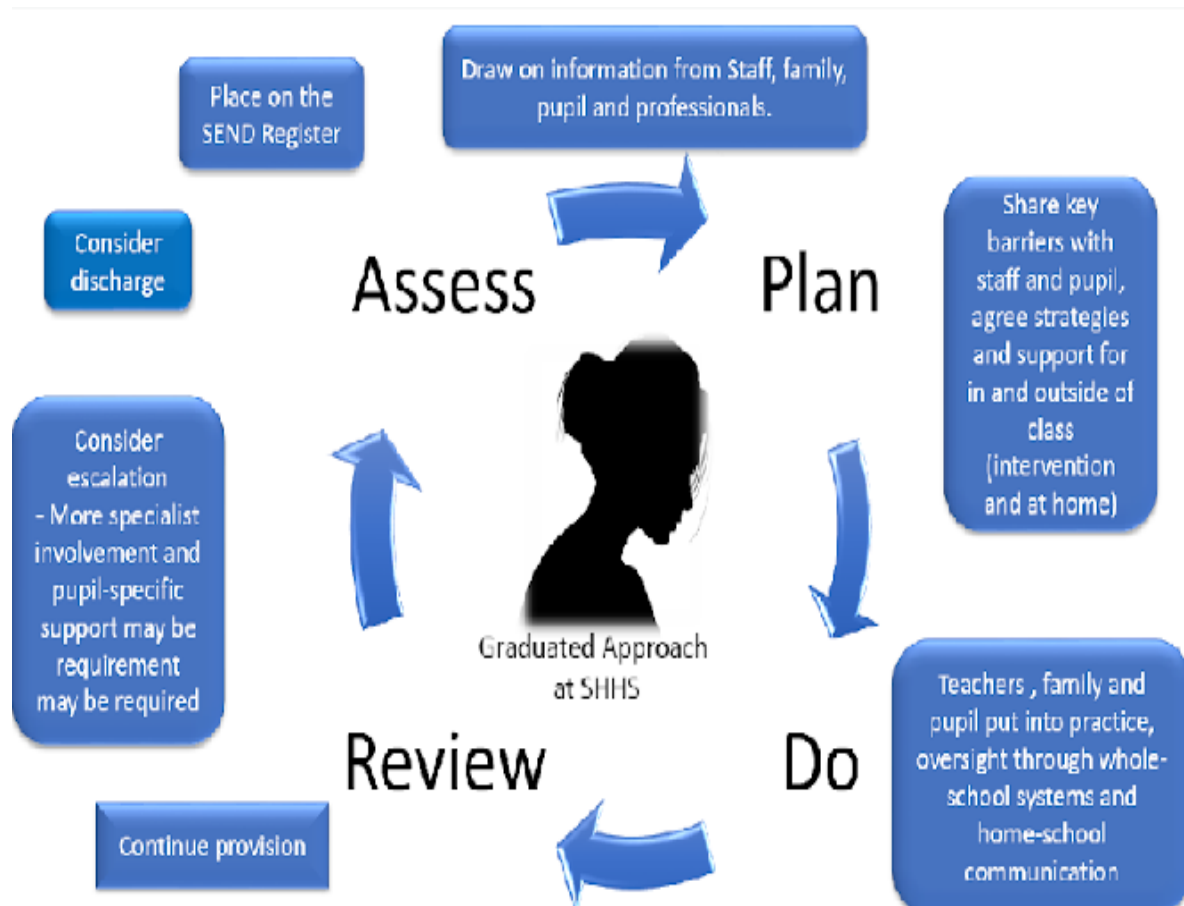
## Senior School

- The Head of Student Support and Academic Access works with subject teachers, tutors, and families to ensure that SEND strategies are embedded across the curriculum and supported through departmental planning.
- Collaboration is more formalised: regular SEND team meetings review progress data, exam preparation, and subject-specific needs, while families are engaged in structured review meetings.
- Students themselves are increasingly central to the collaborative process, encouraged to reflect on their progress and advocate for their own learning strategies.
- For example, in Year 10 a student may have a meeting with the Head of Student Support, her English teacher, and her parents to discuss strategies for accessing subject vocabulary in Science, with agreed targets recorded in her SEND profile.

By aligning support across staff, families, and students themselves, collaboration ensures that each learner is recognised as an active participant in their own progress, with strategies tailored to their developmental stage.

## The Graduated Approach

We follow the *assess, plan, do, review* cycle recommended in the SEND Code of Practice (2023).



### The Graduated Approach: Assess, Plan, Do, Review (APDR)

At South Hampstead, we apply the cyclical *Assess, Plan, Do, Review* model consistently across both Junior and Senior phases. This framework ensures that support is purposeful, collaborative, and responsive to the evolving needs of each student.

- **Assess** – We gather a full picture of the student’s strengths and challenges by drawing on insights from teachers, parents, the student themselves, and, where appropriate, external specialists.
- **Plan** – We agree on clear strategies and outcomes, ensuring that staff, parents, and the student are all partners in the process.
- **Do** – Strategies are implemented consistently in the classroom and through targeted interventions, with all teachers sharing responsibility for delivery.
- **Review** – The impact of support is evaluated at regular intervals — *termly in the Junior School* and *half-termly in the Senior School*. Provision is then adjusted as needed to ensure progress remains on track.

This cycle keeps the student at the centre, ensuring that provision grows and adapts alongside their development.

### **Working with External Professionals**

Across both Junior and Senior Schools, we value collaborative relationships with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS, and medical specialists.

Formal diagnosis is not a prerequisite for support; however, assessments may be recommended where existing strategies are insufficient. Families are encouraged to consult the school before commissioning private assessments, so we can advise on trusted practitioners and ensure recommendations can be applied in practice. Reports are referred to for guidance and information, but the school is not bound by the recommendations given in external reports.

### **Admissions and Equal Opportunities**

The GDST and South Hampstead High School are committed to equal opportunities and do not discriminate on grounds of disability, race, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, or any other protected characteristic. Admission is based on academic potential, unprejudiced by learning needs.

### **Transition**

#### **Junior to Senior School**

A formal handover takes place between the Junior School SENDCo and the Head of Student Support and Academic Access in the Senior School. This includes a detailed review of each student's profile, provision, and progress to ensure continuity of support. The Junior school SENDCo will spend time during the first half of the autumn term in the Senior School supporting the transition for all students from Junior School. Parents and students are involved in this process so that transition feels transparent, consistent, and supportive.

### **Years 3–9: Unified Support and Transition**

The school is developing a unified approach to student support across Years 3–9, recognising that students' needs, strengths and circumstances develop over time and that effective support should provide continuity across traditional phase boundaries.

For students with SEND, support is viewed as a continuous process rather than being divided between the Junior and Senior Schools. Staff working across Years 3–9 will work collaboratively to develop a shared understanding of students' strengths, needs and the strategies and adjustments that best support their learning, wellbeing and participation.

The Junior School SENDCo and the Head of Student Support and Academic Access will work closely together to ensure continuity of support throughout this period. Information about students' strengths, needs, successful strategies, reasonable adjustments, provision and progress will be shared appropriately and reviewed regularly, enabling support to evolve in response to the student's changing needs.

The transition from Year 6 to Year 7 forms part of this wider continuum of support rather than a single point of transfer. Students will be supported to become familiar with the Senior School environment, staff, routines and expectations, where appropriate, while maintaining continuity in the approaches and strategies that support them effectively.

Students and parents will be involved in planning and reviewing support throughout Years 3–9, where appropriate. Particular attention will be given to key points of transition and change to ensure that emerging needs or barriers to learning are identified and addressed promptly.

Support will continue to be reviewed through the school's graduated approach of Assess, Plan, Do, Review. Provision and strategies will be adapted as students develop, move between year groups and encounter new academic, social and emotional demands.

### **Other Entrants**

For students joining at other entry points, senior staff work closely with feeder schools wherever possible. The Admissions team, in collaboration with the Head of Student Support and Academic Access, liaises with families and external SENDCos to gather relevant information. This ensures that provision is in place from the outset and that students feel supported as they begin their journey at South Hampstead.

## **Bullying, Behaviour and Safeguarding**

### **Children with Special Educational Needs and Disabilities or Health Issues**

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, including particular vulnerability to child on child abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;

- Communication barriers and difficulties in managing or reporting these challenges and the risk of not understanding that what is happening to them is abuse;
- The need for intimate care or being isolated from others;
- Being more likely to be dependent on adults for care; and
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

To address these additional challenges, such children may require extra pastoral support and attention, alongside any appropriate support for communication. Their additional vulnerabilities should also be particularly carefully considered in situations where the use of reasonable force may be needed. Any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

### **Behaviour Management and Disciplinary Consequences**

The school has high expectations for the behaviour of all students and seeks to foster a culture of respect, responsibility and inclusion.

Where a student with SEND does not meet the school's behavioural expectations, staff will consider whether the behaviour may be linked to the student's identified or emerging special educational needs and/or disability. This does not remove accountability for behaviour; however, it recognises that some behaviours may arise from unmet needs, differences in communication, sensory processing, emotional regulation or executive functioning. Pupils with SEND should not expect that they will not be given sanctions because of their SEND. Whilst some individual modifications may be made, boundaries, consequences and appropriate behaviour expectations are helpful for all children's development and learning.

Before deciding upon disciplinary consequences, school leaders will consider:

- whether the behaviour was influenced by the student's SEND.
- whether reasonable adjustments have been implemented in accordance with the Equality Act 2010.
- the support and interventions already in place.
- whether additional assessment or support is required.
- any appropriate alternative or restorative approaches that may better support the student's learning and wellbeing.

Decisions regarding behaviour support and any serious disciplinary consequences for students with SEND will be made in consultation with the SENDCo, DSL and other relevant staff, ensuring that responses are fair, proportionate and consistent with both the Behaviour Policy and the Equality Act 2010.

Where a student with SEND is subject to a suspension (fixed-term suspension) or permanent exclusion, the school will ensure that all statutory duties are met, including consideration of reasonable adjustments, the student's individual needs and any additional support required to facilitate successful reintegration or transition.

## **Reasonable Adjustments**

At South Hampstead High School, we are committed to treating all students fairly and ensuring that barriers to learning are removed wherever possible. In line with our duties under the Equality Act 2010, we seek to ensure that no student is placed at a substantial disadvantage compared with their peers by making reasonable adjustments:

1. To our policies, practices, and procedures (the way we do things); and
2. Through the provision of auxiliary aids and services (additional support or assistance).

The duty to make reasonable adjustments does not extend to removing or significantly altering physical features of the school, nor does it require the school to provide aids for personal use unrelated to the provision of education. We do not offer a modified curriculum; rather, it is expected that all students will follow our broad and balanced curriculum.

In practice, however, reasonable adjustments are often a daily and iterative process. Teachers and staff continually adapt to ensure that students are supported in the moment; for example, by clarifying instructions, offering additional time to process tasks, or seating a student where they can best hear and concentrate.

When determining whether a particular adjustment is reasonable, the school will consider:

- whether the adjustment would reduce or remove the substantial disadvantage;
- the practicability of implementing it at all times;
- the nature and impact of the student's disability;
- the costs involved and the school's resources;
- health and safety considerations;
- the importance of maintaining academic, musical, sporting, and other standards;
- the impact on the wider student body.

All decisions regarding reasonable adjustments are made in consultation with parents/carers, the student where appropriate, the Junior School SENDCo or the Head of Student Support and Academic Access in the Senior School, and the relevant SLT members. Parents and carers play a vital role in this process by ensuring that staff are kept informed, by sharing relevant assessments and reports, and by supporting the implementation of agreed strategies at home.

## **Access Arrangements**

## Exam Access Arrangements

At South Hampstead High School, we are committed to ensuring that all students can demonstrate their true ability in examinations. Some students with an identified special educational need, disability, or learning difficulty may be entitled to exam access arrangements, such as additional time or the use of a word processor. These arrangements are designed to remove barriers without changing the demands of the assessment.

Parents and carers are encouraged to speak to the Junior School SENDCo or the Head of Student Support and Academic Access (Senior School) as early as possible if they believe their child may require exam access arrangements.

- Junior School: Access arrangements are informal and flexible. For example, a student may be given extra time for a spelling or maths test, a quiet space to complete a longer piece of writing, or the option to type rather than handwrite. These are designed to reduce anxiety, build confidence, and establish a student's *normal way of working*.
- Senior School: Arrangements must comply with JCQ regulations and require robust evidence. For example, a student with processing difficulties may be formally granted 25% extra time in examinations; another may use a laptop as their normal way of working across subjects. These formal arrangements are monitored, reviewed, and applied consistently in both internal and external assessments. This is assessed and decided by the Head of Student Support and Academic access.

Exam access arrangements are strictly regulated by the Joint Council for Qualifications (JCQ), and must be applied for and administered by the school in line with published JCQ guidance.

## Internal Examinations

For internal assessments, arrangements are managed by the Junior School SENDCo or the Head of Student Support and Academic Access (Senior School), in collaboration with the Examinations Officer (Senior phase). These are considered on a case-by-case basis, taking into account:

- recommendations in professional diagnostic reports (where available and the specialist assessments carried out by the Head of Student support and Academic Access;
- a student's established normal way of working (NWOW) in the classroom.

## Senior school:

### Access Arrangements: Year 7–13

As a general principle, access arrangements are introduced gradually to ensure they are evidence-based and reflect a pupil's normal way of working.

- **Year 7:** No formal access arrangements are in place. This allows teachers and the Head of Student Support and Academic Access to observe pupils in a range of settings and to identify

areas where additional support may be required.

- **Year 8:** For the end-of-year examinations, eligible students may be granted 25% extra time, the use of a laptop if this reflects their classroom practice, and, where appropriate, a three-minute movement break per exam. This approach enables the school to evaluate the effectiveness of potential arrangements and gather a robust evidence base to support any formal application for access arrangements from Year 9.
- **Year 9:** Students who may require access arrangements are formally assessed by the Head of Student Support and Academic Access. From this point, approved arrangements are put in place for all internal tests and examinations, ensuring consistency with pupils' normal way of working.
- **Years 10 through to 13:** Access arrangements established in Year 9 continue to be embedded in pupils' daily learning and assessment. This ensures that, by the time of GCSE examinations, all arrangements are well established, appropriate, and fully compliant with JCQ regulations.

In certain cases, exceptional circumstances may have led to enhanced access arrangements at GCSE, such as more than 25% extra time, extended rest breaks, or the use of an individual room. These arrangements will be reassessed at the start of Year 12 in accordance with JCQ guidance. Access arrangements are always granted with careful consideration, ensuring that they provide appropriate support for the student while maintaining the fairness and integrity of the examination process. All new entrants to Year 12, will need to declare their access arrangements during the admissions process and will be reassessed as they join Year 12.

Arrangements granted internally will usually continue from one academic year to the next, unless evidence suggests they are no longer appropriate. Where arrangements are not continued, our priority is to equip students with strategies that enable them to overcome difficulties effectively. Applications can be reconsidered if new evidence emerges from teachers, parents or students themselves.

### **External Examinations (GCSE/GCE)**

For external qualifications, JCQ requires the school to provide a robust evidence base of joint need and usage. The Head of Student Support and Academic Access works closely with the Examinations Officer, subject staff, and parents to ensure that evidence is gathered consistently from Year 9 onwards.

- Access arrangements for GCSEs and A Levels will only be made in line with JCQ regulations.
- Assessments for eligibility must be carried out by the Head of Student Support and Academic Access. These assessments may not take place before the middle of Year 9.

- Reports from external Educational Psychologists or other clinicians, while useful for building understanding, are not sufficient evidence for JCQ access arrangements.

## **EHCPs:**

### Education, Health and Care Plans (EHCPs)

At South Hampstead High School, the majority of students with additional learning needs have their needs met effectively through high-quality teaching, personalised support, and our graduated response. However, if a student is not making expected progress despite this support, it may be appropriate to consider whether an Education, Health and Care Plan (EHCP) is required.

Parents and carers, as well as the school, have the right to request that the Local Authority undertake an assessment for an EHCP. We ask that families consult with the school before exercising this right so that we can work together to provide all necessary evidence and support. Equally, the school will always consult with parents before making such a request.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school does not have this right of appeal.

Although South Hampstead High School is not a Section 41 school under the Children and Families Act (2014), we are proactive in supporting families with EHCP applications where appropriate.

- In the Junior School, the SENDCo leads on all aspects of EHCP applications and works closely with class teachers, the Deputy Head (Pastoral), and parents to ensure that provision is tailored to the student's developmental stage.
- In the Senior School, the Head of Student Support and Academic Access takes responsibility for EHCP processes, working in collaboration with subject teachers, tutors, and the Deputy Head (Academic), ensuring that academic access and wellbeing are addressed in equal measure.

Where a prospective student has an EHCP, the local authority will consult with the school prior to the student joining to ensure that the provision set out in the plan can be delivered within our setting. If additional services are required, these may be charged to the Local Authority if it is responsible for fees and the school is named in the EHCP. In other cases, charges may be made to parents, unless the services are deemed to be a *reasonable adjustment* under the Equality Act (2010), in which case no charge will be made.

For current students with EHCPs:

- Annual Team Around the Child (TAC) meetings are held to review progress and provision. These involve internal staff, external professionals, the student, and their family.

- The SENDCo (Junior) or Head of Student Support and Academic Access (Senior) ensures that contributions from the school are prepared and shared in line with GDPR and safeguarding policies. Where the Local Authority does not request information prior to the review, the school takes a proactive approach in sharing relevant updates to ensure a meaningful and well-prepared review process.
- For students whose EHCP is wholly or partly funded by the Local Authority or other public funds, the school ensures that the Local Authority receives a full annual review, including any required account of income and expenditure (except in cases where early years funding applies).

Our approach reflects our belief in partnership: families, students, teachers, and external agencies working together to ensure that every student with an EHCP is supported to thrive both academically and personally.

### **Roles and Responsibilities**

- **Junior School SENDCo**  
Leads the strategic and day-to-day provision for students with SEND and learning needs in the Junior School. Coordinates support, monitors student progress, and works closely with teachers, families, and the Head of Student Support and Academic Access to ensure continuity of provision between Junior and Senior phases. Reports to the Deputy Head Pastoral for line management and guidance.
- **Head of Student Support and Academic Access**  
Leads the strategic development of SEND across the Senior School. Manages the SEND Register, oversees exam access arrangements, conducts diagnostic assessments (where appropriate), coordinates external referrals, and advises on whole-school approaches to teaching and learning. Reports to the Deputy Head Academic for line management and operational oversight.
- **Class Teachers, Form Tutors, and Subject Teachers**  
Are the first point of concern for any emerging needs. They are responsible for high-quality, differentiated teaching, monitoring student progress, implementing agreed strategies, and maintaining regular communication with families and the SEND team. All teachers at South Hampstead are teachers of students with individual needs.
- **Support and Non-teaching Staff**  
Play a vital role in delivering interventions, supporting in-class learning, undertaking observations, and contributing to the day-to-day pastoral and academic support of students.
- **Heads (Junior and Senior)**  
Holds overall responsibility for SEND and learning needs provision across the whole school. Ensures that inclusive practice is embedded within the school's culture and that provision is

adequately resourced, monitored, and aligned with statutory requirements and the GDST Inclusion Strategy.

### **Monitoring and Evaluation**

At South Hampstead High School, we are committed to ensuring that SEND provision is effective, responsive, and continuously improving. Monitoring and evaluation are embedded in our practice across both Junior and Senior phases.

This policy is reviewed at least annually, but remains a living document, responsive and anticipatory of the needs of the students.

### **Junior School**

The Junior School SENDCo, Deputy Heads and the Head review provision annually, evaluating the impact of interventions, the effectiveness of reasonable adjustments, and student progress. Insights from this evaluation inform future planning and the refinement of support strategies.

### **Senior School**

The Head of Student Support and Academic Access, working closely with the Deputy Head Academic and Senior Leadership Team, monitors provision on a termly basis. Progress, strategies, and outcomes are reviewed systematically through SEND Team meetings and academic meetings using the most recent student data, ensuring that provision remains targeted, evidence-informed, and aligned with each student's needs.

### **Whole School**

Across the school, monitoring captures both academic and pastoral outcomes. Feedback is sought from staff, students, and families to ensure provision is meaningful, accessible, and personalised. Findings are used to inform teaching practice, professional development, and wider school planning.