



Cleve House International School & Preschool Special Educational Needs & Disability Policy

February 2026

For information and guidance and incorporating the school's vision and core values.

It forms part of the portfolio of policies designed to keep young people safe, happy and cared for.

SEND Policy

Policy Title	SEND Policy
Function	This policy summarises how the Special Educational Needs and Disabilities of young people attending Cleve House School are assessed and reviewed, and how their needs are met through inclusive teaching and additional provision, in line with the SEND Code of Practice .
Version	1.3
Audience	Young people, Parents/ Carers, Headteacher, Teachers, Support Staff, Independent Schools Association etc.
Ownership / Implementation	The Headteacher has overall responsibility for ensuring that this policy is implemented.
Implementation Date	February 2026

Version	Date	Amends/ full review etc	Summary of changes	Author	Approved by	New review date
1	Jan 2024	New policy	Initial publication of policy	NH	CF	Jan 2025
1.2	Jan 2025	Full review	Contact details of senco changed Version added	NH	CF	Jan 2026
1.3	Feb 2026	Full review	Page 3 differentiated changed to adaptive; added <i>Support students with EHCPs funded by local authorities where</i>	NH & DS	CF	Feb 2027

			appropriate. P4 pupil changed for student Appendix 1 added P9 monitoring and Evaluation and Complaints paragraphs added			

SENCO Details

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History of Most Recent Policy Changes

March 2022		Green Paper. SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England.	https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time
March 2023		SEND Change Programme	https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan
Sept 2024		The Special Educational Needs and Disability (Amendment) Regulations 2024	https://www.legislation.gov.uk/uk-si/2024/535/contents/made
Jan 2025	Page 1	Contact Details of SENCO changed.	

Autumn 26 - long-awaited SEND Reform White Paper due**Legislation & Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance documents:

- The Equality Act 2010 and Schools: Advice for School Leaders, School Staff, Governing Bodies and Authorities (DfE, May 2014)
- Schools SEND Information report Regulations (2014)
- Supporting Pupils at School with Medical Conditions (DfE, December 2015)
- Cleve House International School & Preschool Safeguarding Policy [CF V9 safeguarding-and-young person-protection-model-policy-2023-24-1 \(2\).docx \(3\).docx](#)
- Cleve House International School & Preschool Accessibility Plan [Accessibility Plan CHS Draft 2.docx](#)
- Teachers' Standards (DfE, December 2021)

Rationale

Cleve House International School (CHIS) is committed to providing an appropriate and high quality education to all the young people attending the school. We believe that all young people, including those identified as having 'special educational needs', have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all young people should be equally valued in school. We will strive to eliminate SEND stigma, prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

CHIS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all young people. We aim to engender a sense of community and belonging, and to offer new opportunities to young people who may have experienced previous difficulties. This does not mean that we will treat all young people in the same way, but that we will respond to young people in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all young people, whatever their age, gender, ethnicity, impairment, attainment and social background.

This policy describes the way we meet the needs of young people who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development; or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that young people learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We recognise that many young people, at some time in their school career, may experience difficulties which affect their learning, and that these may have a long- or short-term impact. At CHIS, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every young person to achieve their full potential.

Objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- Support students with EHCPs funded by local authorities where appropriate.

- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs and disabilities; ensuring equal access to the curriculum.
- To continually monitor the progress of all young people, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through adaptive planning by class teachers, SENCO, and support as appropriate.
- To provide specific input, matched to individual needs, in addition to adaptive classroom provision, for those young people recorded as having SEND.
- To ensure that young people with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued by staff and parents/carers.
- To enable young people to move on from us, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further and higher education.
- To involve parents/carers at every stage of planning to meet their child's additional needs.
- To involve the young people themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs

In the People and Families Act 2014, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to young people of the same age'. The broad areas of need (section 20, paragraph 162 of the guidance) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a student into a category.

At Cleve House International School & Preschool, we identify the needs of young people by considering the needs of the whole young person which will include other aspects, and not just the special educational needs of the young person.

Other factors may impact on progress and attainment such as:

- Disability (the SEN Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a young person in care
- Being a young person of a Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a young person's behaviour should be described as an underlying response to a specific need or range of needs. In school we will be able to recognise and identify this clearly as we will know the young person well.

A Graduated Approach to SEND Support

High-quality, inclusive teaching is the first response to students who have, or may have, SEND. Teachers use adaptive teaching, appropriate scaffolding, resources and reasonable adjustments to enable students to access learning and make progress. Additional intervention and support cannot compensate for a lack of good quality teaching. The Leadership Team regularly and carefully reviews the quality of teaching for all young people, including those at risk of underachievement.

Teachers and LSAs access regular CPD on Inclusive Teaching which has included within the last twelve months, but was not limited to; reducing teacher talk, scaffolding, dyslexia, and Zones of Regulation.

If concerns are expressed for a young person the class teacher/ SENCO will:

- Collect further evidence of the young person's needs including any formative data or external agency advice.
- Observe learning to identify strengths, with a focus on what the young person *can* do.
- Meet with parents/carers to discuss their views and how they are able to support
- Ascertain the views of the young person
- Plan and set targets and regularly keep parents/carers informed of progress
- Review plans with parents/carers and set new targets if progress has been made in line with expectations

If, after a period of 'early action' where young people have not made adequate progress the class/subject teachers, with the SENCO, will consider whether any further or continued support is required. If this is the case, the young person will now be identified as receiving SEND Support, and will be added to the SEND Register.

Parents/carers are informed of this through a meeting. We will inform them that their young person will be recorded on our school tracking system as receiving SEND Support, along with the relevant category of need and intervention type.

Through the Assess, Plan, Do, Review the SENCO, in collaboration with teachers and SLT, puts in place appropriate interventions for individuals and groups of students, and is responsible for monitoring the quality and impact of these interventions. See Appendix 1 Outline of Interventions offered.

Meeting the Needs of Young People on the SEND Register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may need to be sought e.g. an Educational Psychologist.

The progress of young people on the SEND register (key indicators including attendance, attainment and engagement in learning) is monitored and discussed with parents/carers. When young people have made progress in line with their peers and are working at age related expectations we will consider taking them off the SEND register. The performance of these young people will continue to be monitored to ensure progress has been sustained.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care Needs Assessment. This Needs Assessment request may lead to an Education, Health and Care Plan; normally be completed within 20 weeks, subject to specified exceptions. The School will provide appropriate evidence of the young person's needs, the provision already made, the impact of that provision and the young person's progress, to the relevant Local Authority. The LA then makes a judgement about whether or not the young person's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's 'Criteria for making a statutory assessment'. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Once an EHCP is in place it will be reviewed annually through the annual review process. Parents/carers will be involved throughout all processes involving their young person and will be invited to meetings with the class teacher, specialist support staff and SENCO as appropriate. Young people are involved in target setting and in the creation and review of their SEND Passport. Their views are sought prior to each formal review meeting and many young people choose to attend their annual reviews.

Students with Education, Health and Care Plans

The School may admit students with an EHCP where the school considers that it can appropriately meet the students' needs and where the placement has been agreed with the relevant Local Authority.

Where a student with an EHCP is placed and/or funded by a Local Authority, the School will:

- have regard to the students' EHCP and implement the educational provision specified within it, in accordance with the arrangements agreed with the Local Authority;
- monitor progress towards the outcomes identified within the EHCP;
- maintain appropriate records of the provision delivered;
- work collaboratively with parents, the student, Local Authority and relevant professionals;
- contribute to and, where appropriate, convene Annual Review meetings;
- provide the Local Authority with the information required as part of the Annual Review process; and
- liaise with external professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and specialist teachers, where appropriate.

Supporting Young people & Families

Regular communication between school and home will ensure that concerns are promptly acted upon. Young people and their families will be involved at all stages of the SEND Support process and will have Progress Meetings and Progress Reports provided by both the Class/Subject Teachers and SENCO as required. Young people who are added to the SEND Register will have a 'SEND Passport' created, which is shared with all staff in order to provide a snapshot of the support needed and outline any access arrangements. Parents will be informed and fully involved where the School identifies that a student has SEND and requires SEN Support. Their views, and those of the young person, will be sought and considered as part of the Assess, Plan, Do, Review process.

Local Authority Local Offer

Local Authorities are required to publish a Local Offer setting out the education, health and social care provision available for children and young people with SEND.

Cleve House International School & Preschool works in partnership with Local Authorities where students with EHCPs are placed and/or funded by a Local Authority. Parents are encouraged to access the Local Offer published by their child's home Local Authority for information about SEND services, support and provision available within their area.

Where appropriate, the School will support families in accessing information and services available through their Local Authority's Local Offer.

Supporting Young People at School with Medical Conditions

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

Some may also have other SEND, and may have an EHCP. At Cleve House School we use an Individual Healthcare Plan [IHCP] to address the needs of young people with medical conditions alongside their educational needs, and will also create a personalised Risk Assessment where applicable.

Pupil Passport and Individual Education Plan (IEP)

The SEND Code of Practice para 5.40 recommends using school-based plans to support young people with SEND. At Cleve House International School & Preschool these are referred to as Pupil Passports and ILPs (Individual Learning Plans). The Pupil Passport is a single page internal document to inform staff about special educational needs, disabilities, medical needs, strategies, personal and parental preferences. Passports are created and shared for all students on the SEND register. Here is an anonymised Passport: [Example Passport.docx](#)

The ILP is a document which can be shared with the Local Authority upon request. It is used to support young people who, despite targeted support, are still failing to make expected progress or working at a level significantly below that of their peers. The ILP essentially breaks down the EHCP outcomes, which can cover a whole academic key stage, into targets for the current academic year. The ILP includes a review column for key members of staff to record progress and concerns, in relation to these targets. ILPs are in place predominantly for young people without EHCPs and are reviewed three times each academic year by the SENDCO. There is an anonymised ILP linked here as an example: [Example ILP Sep 26](#)

Young people with EHCPs and local authority funding also have Costed Provision Maps which outline the frequency, duration and cost of any agreed additional support or provision.

The **SEND Passports** are all available as links from the SEND Register. Passports:

- comprise of strengths and needs identified by the young person, their parents/carers and teachers
- include access arrangements for tests and exams
- present current performance in core subjects
- can list interventions, which are always recorded in the young person's costed provision map and/or SEND timetable
- outline the interests of the young person and useful strategies to support them in lessons

ILPs are also linked from the SEND Register. ILPs are:

- Planning, teaching and reviewing tools
- Plans that set out what should be taught, and how
- Structured to support teachers and support staff in adapting and scaffolding learning
- Working documents that are shared with parents, who can both view and contribute to them on a weekly basis
- Accessible and understandable to all concerned
- Structured around individual SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime Bound) targets for that academic year

The SEND Support Team and processes are summarised here.

[SEND Support at Cleve House School](#)

The SEND Support Team meets 6 times every academic year to review progress, concerns, and achievements relating to young people with SEND, and to agree to any changes to provision.

Accessibility & Inclusion

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled young people and to implement their plans.

Cleve House School's Accessibility plan can be found on our website. The Equality Act 2010 prohibits schools from discriminating against disabled young people in respect of admissions, for a reason related to their disability. Cleve House School & Preschool works with parents and young people to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

All young people have access to enrichment opportunities around the local area; where necessary reasonable adjustments will be made. Visits are planned to be as fully accessible as possible, with reasonable adjustments made to remove barriers and enable all young people to participate as fully and safely as practicable. On rare occasions this may not be possible. Parents are invited to join their young person's class when appropriate. Upper Key

Stage 2 and MYP young people are invited to take part in a residential visit and all young people are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

Staff at CHS value young people of different abilities and support inclusion. Please refer to our Equality, Diversity and Inclusion Statement which can be found on the Cleve House International School & Preschool website for further information [ED&I Statement CHS Draft 1.docx](#).

Monitoring and Evaluation

SEND provision is regularly monitored through progress data, intervention impact and review meetings to ensure effectiveness and inform future planning.

Complaints

Concerns regarding SEND provision should be raised initially with the class/subject teacher or SENCO, and if unresolved, follow the school's formal complaint procedure.

[Appendix 1 - SEND Interventions at Cleve House School - A Summary - Sep 2026](#)