



# FINTON HOUSE SCHOOL

## SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Member(s) of staff responsible: Nicola Blenkinsopp

Date Revised: September 2025

Governing committee/sub-committee responsible: Education

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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Version	Policy Update
September 2024	Wording throughout the policy checked and updated to ensure it is in-line with current provision and reflects current practice. Funded Support section updated.
September 2025	Admissions arrangements updated in line with Admissions Policy

## Policy Statement

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Finton House was founded on two principles. Firstly, we believe that young children should not have the pressures of a competitive entry system. Secondly, the environment should be inclusive with all children having the same opportunities. We wish children to accept and learn from each other.

Classes are made up of children with a wide range of abilities and some of these have significant educational needs. Finton House enables all children to share in the whole curriculum and to have equal access to a wide range of learning resources, which are used to enhance their successes and progress.

This Policy has been written with reference to the following guidance:

- 'Children and Families Act 2014'
- 'Disabled Children and the Equality Act 2010' and 'What teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children and Families Act 2014' (Council for Disabled Children March 2015).
- 'SEN and Disability Code of Practice: 0-25 years' (Jan 2015). Although there is no obligation for an independent school to adhere to the SEND Code of Practice, we consider this best practice and are mindful of the contents.

### 1. Responsibilities of the Governing Body

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1. The Governing body of Finton House has similar responsibility to those outlined under:
  - Equality Act 2010,
  - Special Educational Needs and Disability Code of Practice: for 0 to 25 years (July 2014).
2. To ensure the correct provision for any child who has SEND (Special Educational Needs and/or Disability) is given the resources available.
3. To ensure that teachers in the school are aware of the importance of identifying and providing support for those children who have SEND.
4. To ensure that children with SEND are included in the all activities in the school, where appropriate.
5. To work with the Head and SENCO to determine the correct provision based on staffing.
6. To read and review the current SEND policy.
7. To have an assigned Governor with responsibility for SEND. The current Governor is Annabel Tuckey.

### 2. Responsibilities Of All Staff

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- a) To be aware of and understand the school's SEND policy.
- b) To know which children in the school have SEND and those that have an Education Healthcare plan (EHCP).
- c) To ensure that children, who carry their medication with them have it when they go on a school visit, to games or where appropriate out of the classroom etc.
- d) To be aware of pupils with SEND who may be experiencing bullying or need extra social support.

- e) To ensure that all pupils with SEND are not excluded unnecessarily from activities they wish to take part in, and understand the impact SEND may have on a pupil and make any reasonable adjustments to accommodate this.
- f) To be aware that SEND can affect a child's learning and provide extra help when children need it.
- g) To use opportunities such as PSHEE and other areas of the curriculum to raise children's awareness about SEND.

### **3. Definition of Special Educational Needs and Disabilities**

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The word 'child' in this policy refers to all children at Finton House, including Early Years Foundation Stage.

The term 'SEND' is used throughout this policy and refers to Special Educational Needs and/or Disabilities.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them i.e., if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) Have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas:

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

Behavioural difficulties do not necessarily mean that a child has a SEND and will not automatically lead to a child being registered as having SEND. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEND, and where there are concerns about behaviour we would need to consider factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. For children where English is not their first language and who are struggling, an assessment will be carried out to determine whether the difficulties are due to language barriers, SEND or both.

*Source: Special Educational Needs and Disability Code of Practice: for 0-25 years (July 2014)*

### **4. Aims of the School's SEND Policy**

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1. We aim to provide every child with the opportunity to realise their full potential – academically, emotionally and socially.
2. We aim to provide quality teaching for all children including those with SEND.
3. We aim to identify and assess children with learning difficulties as early as possible with parental consent.
4. We aim to provide co-ordinated support from teaching staff, peripatetic therapists, Learning Support teachers, Assistants and outside agencies and psychologists.
5. We aim to work in close partnership with parents.

6. We aim to implement additional support targets, which will be recorded, monitored and reviewed on a regular basis.
7. We aim to ensure that all staff working with a child receive the relevant training.

## 5. **What Finton has to Offer**

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Finton House has a Special Educational Needs Co-ordinator (SENCO), who has responsibility for overseeing the provision for all children with Special Educational Needs. There is also an Assistant SENCO who supports with SEND administration.

Finton House ensures that all staff members are well trained in relation to SEND needs through a programme of professional development. Staff members are well trained on inclusion and differentiation and there is also expertise within the Department in supporting different types of SEND. Where necessary, staff members are given additional training in order to support the needs of a particular child. All new teachers or assistants, as part of their induction process, meet with the SENCO.

In addition to the peripatetic Learning Support teachers and part-time peripatetic therapists, the School has links with two external counsellors who operate from the school two days a week, as well as being available privately.

The School employs a number of teaching assistants. Assistants may be assigned to work with individual children supporting them in or out of class or may work with two or more children together. The amount of support depends on the needs and profile of the child and in some cases may be specific support for particular subjects or areas of physical need. For other children, the support may be more general.

The school has invested heavily in specialist resources e.g. individual laptops, ipads, sloping desks, fully fitted specialist Occupational Therapy room and a dedicated Learning Support suite of rooms. There are numerous resources for the teaching and learning of children with additional needs.

In addition to the fully integrated approach Finton House offers, additional activities and support for children's specific needs are also offered and they can include: handwriting/fine motor groups, Speech and Language groups, Early Intervention groups (literacy and maths in Reception, Y1 and Y2) and play and social skills groups.

## 6. **Early Intervention & out of the Classroom Support**

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In Reception, Y1 and Y2, early support is provided for those children who are less confident with developing their early English and Maths skills. In Reception, a few children are removed from the class to have more specific teaching in a group at their level to develop their emerging literacy and numeracy skills. In Reception the Early Intervention is delivered by an experienced assistant and in Year 1 by the SENCO for literacy and a specialist maths teacher for numeracy. The children come out for 30-40 minute lessons, which are carefully timetabled.

In the Summer Term, Reception class teachers and the SENCO meet to discuss the children who may benefit from Early Intervention groups in Year 1 and parents are made aware if their child is finding some thing(s) difficult, or is less confident. In Y1 the SENCO and class teachers will agree on which children will benefit most from joining the Y1 groups and class teachers will initially discuss with the parents how they feel it would be beneficial for their child to join either the Maths or Literacy Early Intervention group or both and confirm the support that will be put in place for their child. A record of this and previous conversations with parents are recorded in the child's pupil file on Engage. The child may be in the EI group (s) for part of the term or the whole year depending on progress and parents will be kept informed by the class teacher.

As the children move into Year 2 Early Intervention continues but is taught across the year group, rather than in each class. There is usually one EI maths group and one EI English group and these are taught by the SENCO and the specialist maths teacher. If the need arises, there may be a second EI group added. Parents are notified by the Y2 class teacher at the beginning of the Autumn Term, which children will be these groups. The SENCO continues to meet regularly with the class teachers and if concerns over progress are raised, a Snapshot\* assessment may be offered to children from the summer term of Y2 onwards. A snapshot may highlight particular areas of difficulty and help to inform appropriate support or further referral. One to one learning support lessons may be recommended when they move up to Y3 as a result of the assessment.

The school does not charge for any of the Early Intervention groups or the snapshot assessment. One to one learning support sessions are chargeable to parents.

We usually do not suggest a child has an assessment from an Educational Psychologist or a Specialist Diagnostic Assessor, until the end of Year 2 at the earliest. It is felt by that time that their numeracy and literacy skills should be sufficiently developed and if they are still struggling then there may be reasons other than age for this eg Specific Learning Difficulties.

\*A 'snapshot' is an informal assessment which investigates phonological processing and attainment scores. It considers whether the child is attaining at an age appropriate level or if there are other areas of concern. Following the snapshot, a meeting will be arranged with the SENCO, parents and the Class teacher to discuss the outcome and any recommendations.

For more information on how needs are identified and additional support allocated, please refer to 'Identifying needs in school' in Section 10.

## 7. Structure of the Department

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The SENCO co-ordinates and manages the department on a day to day basis. The SENCO oversees all children being monitored or receiving additional learning/therapist support, including those on EHC Plans. The SENCO contributes to the termly reports to the Education sub-committee (Governors, relevant members of SLT and Academic Team), as well as attending termly meetings. The Assistant SENCO assists the SENCO in the SEND administration for the department. The department also has a team of peripatetic teachers; five part time learning support teachers, a part time Speech and Language Therapist, a part time Occupational Therapist and a SEMH specialist. There are also two school counsellors who are under the Pastoral Department and regular meetings are held with the SENCO and Pastoral Leads to ensure continuity of support for appropriate children.

## 8. Graduated Approach to the Identification and Support of Children with Additional Needs

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### Our approach to teaching and learning

- Teachers are responsible and accountable for the progress and development of children in their class, including those children who need additional support from teaching assistants or specialist staff.
- With high quality teaching that is differentiated and personalised we expect all children to make adequate or better than adequate progress. This means that a child is at least:
  - Making progress similar to that of chronological peers starting from the same baseline
  - Matching or exceeding the child's previous rate of progress
  - Closing the attainment gap between the child and their peers

When a child is not making adequate progress the teachers, SENCO and parents collaborate on planning support and teaching strategies for individual children. The same applies for the Early Years, where there is also a graduated approach to supporting children with SEN or disabilities. We recognise the importance that there is no delay in making any necessary special educational provision in the early years (Reception) as this could give rise to learning difficulties and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

### Identifying needs in schools

The identification of SEND is built into the overall approach whilst monitoring the progress and development of all children at any stage during their time at Finton House. Regular meetings are held (at least once every half term) between class teachers and SENCO to discuss progress and/or concerns and to review whether current level of support is appropriate.

Prior to starting at Finton House, background information and disclosures (from parents, nurseries or previous schools) are provided as part of the Admissions Process. This helps to highlight those children who may need extra provision in place.

As the child progresses through the school, class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. When children are falling behind or making inadequate progress, given their age and starting point - appropriate measures are taken, following the graduated response.

Support at Finton House is offered in the following categories:

- **Initial Concern** - when concerns are initially raised, an SEND file is set up for that child and the initial concern is recorded.
- **Continuing Concern** – children who were raised as initial concern and require further monitoring or support; children receiving early intervention; children who have previously received additional support (which has now stopped but child requires additional monitoring).
- **Additional Support** – children whose needs have been identified as requiring specific targeted intervention from external professionals (the majority of whom work within the school).
- **Education, Health and Care Plan (EHCP)** – children with significant needs who have been through the process of obtaining an EHCP and require individualised support (as detailed in their EHCP).
- **Funded Support** – Children with additional needs who require more support within the classroom or school environment than their peers and whose parents do not want or have not yet applied for an EHCP.

### Initial Concern

At this early stage teachers may suspect that a child has potential learning difficulties. While informally gathering evidence (this may include the views of the parents and, where appropriate, the child) the school will always try to address a child's needs. Initial concerns will be recorded in the child's pupil file. Depending on the type of concern, initial targets (IT) may be set and these will be shared with parents. These will be recorded in their pupil file and monitored every 6 weeks. Following this, if progress remains a concern, the level of need may be raised to 'continuing concern'.

### Continuing Concern

If there is concern that a child is not making expected progress, despite high-quality teaching targeted at their areas of weakness, the class teacher will work alongside the SENCO, parents

and child. In Reception, Y1 and Y2, Early Intervention will be offered to support literacy and/or maths. From Y3, if concerns regarding progress continue, or new concerns are raised, the SENCO may carry out an observation or a 'Snapshot Assessment' which may help to identify any potential learning difficulties.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the School to help inform the school's assessments. When these professionals are not already working with school staff, the SENCO will contact them, following the parents' permission.

### **Additional Support**

For higher levels of need, Finton House has arrangements in place to draw on more specialised assessments from external agencies and professionals (e.g. Educational Psychologist, Specialist Teachers, Speech and Language Therapist, Occupational Therapist, Early Years Services or Health Professionals). If it is decided the child would benefit from targeted support from an external professional (referred to as Additional Support), the parents are notified. The teacher and the SENCO should agree in consultation with the parent and the child (where appropriate) the interventions and support to be put in place. The expected impact on progress, development or behaviour, along with arrangements for review will be discussed.

Reasonable adjustments will be made to ensure that the school environment is inclusive of the individual children's needs. These adjustments can take the form of group support (in or out of the classroom) and in some cases additional adult support. Reasonable adjustments will not be charged to the parents in these cases. Finton House defines 'reasonable adjustments' as those which do not place unreasonable financial or resource demands on the school or where there are significant structural changes. At Finton House, parents have the option to fund one to one 35 minute Learning Support lessons with one of the peripatetic Learning Support teachers. The Learning Support Teachers are qualified teachers who have additional qualifications in working with children with special educational needs. There is also a peripatetic part-time Speech and Language Therapist and an Occupational Therapist, who will undertake a full assessment or deliver 1:1 therapy support with parental consent. The therapists and learning support teachers are paid directly by the parent.

**The decision as to whether or not support is chargeable to the parents will be taken after an Equality Act Audit. Please refer to the Equality Act and Reasonable Adjustment section of this policy together with the Admissions section with regards to school charges.**

Regular progress reports are written by Learning Support teachers and therapists and are recorded on the school's information system (Engage) and shared with parents.

All children receiving Additional Support will have 'Additional Support Targets' (ASTs) which will be written by Class Teachers with input from key members of staff (e.g. Learning Support teachers or assistants and the SENCO), parents and where appropriate the child.

### **Funded Support**

For some children, additional support from an Assistant is required in the classroom. This level of support is carefully monitored and if the level of support required impacts on the other children in the class, an additional Assistant may be timetabled for certain lessons. This enables the class assistant/class teacher to continue to support all children in that lesson and for the child requiring the additional support to have targeted support from a specific adult. Parents may be asked to contribute towards the cost of this support, whether it is for support within the classroom setting or for support outside the classroom (e.g. games, lunch or playground, outdoor learning). The option of applying for an EHC plan will be discussed with parents.

**For children requiring 1:1 support and/or with complex SEND, the child's place at Finton is dependent upon the school being able to meet the child's needs, using the following**

criteria in line with Section 35 of the Children and Family Act 2014 and as detailed in the school Admissions Policy and SEND Policy:

- Whether the child is able to access the mainstream curriculum and inclusive environment at the school.
- Whether the school has the skills, knowledge, facilities and resources to continue to meet the child's needs.
- Whether any adjustments are required to accommodate the child in the school, and if so whether these are reasonable for the school to put in place.
- Whether the child's attendance would be incompatible with the efficient education of others and detrimentally affect their good progress.

**It may be decided that:**

- Parents will be required to make a reasonable contribution towards the cost of providing a set amount of 1:1 support for their child.

**Or:**

- The school is no longer the best setting for the child and an alternative setting is required (the school will support parents as far as possible in finding an alternative setting).

The SENCO ensures that all teachers and staff are made aware of a child's needs, the support required and any teaching strategies. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the child, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO continues to support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of the support.

### **Review**

The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. Additional Support Targets (ASTs) are set and reviewed on a tiered system, depending on the level of support required for the child. The SENCO will co-ordinate all adults involved with the child to partake in creating and reviewing these targets, and feeding back to parents. For some children these will involve a more formal meeting with all those involved with the child internally & externally to review progress and the way forward (TAC meeting). Where appropriate the child will also be involved in this process.

### **Tiered system of AST review**

**Tier 1** – Children receiving Learning Support/Occupational Therapy/Speech & Language but with no additional needs - *Reviewed twice yearly.*

**Tier 2** – Children receiving additional support (Learning Support/Occupational Therapy/Speech and Language) and with higher level of need - *Reviewed termly.*

**Tier 3** – Children on EHC plans - *Termly review. Parents will be offered the opportunity to meet and discuss targets*

**Tier 4** – Children with highest level of need - *6 weekly review and setting of new targets with Class Teacher, SENCO, involving child, parents and all staff working with the child.*

AST's will be regularly monitored by the SENCO to ensure they are effective.

## 9. How we secure services from outside providers/external agencies

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Finton House works closely with the Local Authority (LA) and other agencies. The school follows the relevant procedure required by each LA. Children can get additional support from the LA in which they live. We refer to local offers information published on the relevant LA websites e.g. Wandsworth - <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page> and Southwark - <http://localoffer.southwark.gov.uk>.

Finton House has a list of other, non-LA therapists and agencies such as Educational Psychologists, Speech and Language and Occupational therapists, which parents can have access to.

## 10. Education Health Care Plans & Annual Reviews

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If a child without an EHC plan has significant needs and is not making progress despite considerable intervention, a statutory assessment can be requested by a child's parents and the school from the local authority, with the hope of gaining an EHC plan. This may provide financial support, support from health or educational professionals and a learning support assistant. The local authority must make a decision on whether to proceed with a statutory education, health care assessment within six weeks of receiving the request.

If the local authority decides, following an EHC needs assessment, not to issue an EHC plan, it must inform the child's parents within a maximum of sixteen weeks from the request for an EHC needs assessment. The whole assessment and planning process, from the point an assessment is requested until the final EHC plan is issued, must take no more than twenty weeks. The school advises and supports parents through the process. More information is outlined in Chapter 9 of the Special Educational Needs and Disability Code of Practice: for 0-25 (July 2014), which we use as a guideline.

When an EHC plan is about to be issued the parents have the right to request that they hold and manage the funds to support their child's learning instead of the funds going to the school. This means parents can recruit and pay for the learning support assistant directly and organise all SEND meetings together with the child's Annual Review. At Finton House we believe that all learning support assistants should be recruited and managed by the school, as this ensures a holistic and harmonious relationship in providing the best possible support for a child in partnership with the parents. Thus, as a principle, we are unable to accept or continue to support SEND children whose funding is subject to a Personal Budget.

If the parents don't wish to apply for an EHC plan, are unsuccessful with the application or the EHC plan does not cover the required level of support the school will require a 'reasonable' contribution towards the 1:1 specific support for their child. If the EHC plan application is not made before the child starts Reception, the parents will be required to make a contribution towards their child's support in the hope that their EHC plan application will be successful.

From time to time parents may request that an Applied Behaviour Analysis therapist/tutor or other specialist works with their child in school. The school will support this if it deems such an arrangement (including as to the choice of specialist, timing of the proposed arrangement and the dynamic within the classroom) would be beneficial to the child and achievable. All costs for any such additional support must be met in full by the parents and cannot be drawn from the EHC plan funding available for the remainder of that academic year. This is because staffing and school finances have been budgeted and allocated to support that child for the whole academic year. Either at the Annual Review or at a specially convened meeting (if the Annual Review has already taken place for that academic year, or is not due to take place until much later that year) a decision will be reached as to how the EHC plan funds for the following academic year are to be utilised to support the child with agreement from all parties including the school and Local Authority.

### Annual Review

In the EHC plan it stipulates that each child must have an Annual Review of their needs, which, in the case of Reception, is held six months after their arrival at the school. The dates are set at the beginning of each academic year by the SENCO.

The Local Authority, parents, staff, peripatetic teachers, health representatives and therapists are notified at the beginning of the academic year of the dates. Reports are requested 6 weeks prior to the review and are handed in for circulation two weeks before the review. All the reports are circulated beforehand and discussed at the review meeting. The SENCO then completes the Annual Review/ EHCP form with new targets that have been set at the meeting and sends this to the local authority within two weeks of the review. The local authority then responds with a letter agreeing to maintain the EHCP, or if not the reasons for the changes.

## **11. Exam Access Arrangements**

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Some pupils may require special arrangements to be put in place for internal or external examinations.

These needs may require special arrangements:

- Behavioural emotional & social difficulties
- Cognition and Learning needs
- Communication and interaction needs
- A medical condition
- A physical disability
- A psychological condition
- A sensory impairment.

Access arrangements are made prior to examinations and will meet the particular needs of an individual SEND candidate without affecting the validity of their assessment.

Reasonable adjustments will include a number of factors:

- The needs of the candidate
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and the other candidates.

The nature and amount of adjustment will be completed on an individual basis based on:

- Education Health Care plan
- Educational Psychologist's report
- Specialist Teacher report
- Stipulated guidelines for certain disabilities
- Assessment by suitably qualified member of the SEND department.

Reasonable adjustments could include additional time, working in a smaller or individual setting, supervised rest breaks, a scribe or reader (if a child's disability impinges on their ability to read and write). Evidence is needed to support these internal arrangements. The school keeps abreast of requirements for external exam board arrangements and advises accordingly.

Each child will have their access arrangements recorded by the Assessment and Reporting Co-ordinator.

## **12. Arrangements for Children going on to Secondary School**

By the start of Year 5, parents should finalise plans for their child's move to secondary school. Parents are offered the following support and guidance:

- Discussions with the Head, Academic Head and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- Advice on their choice of school.
- The SENCO may visit the school on behalf of the parent or invite a member of staff from the new school to Finton House to help ascertain the suitability of the school to meet the child's needs.
- Advice from the Local Authority in the case of EHC plan children.
- Annual Reviews in Year 5 are held in the Spring Term to prepare for appropriate transfer and amendment of EHC plan.
- The SENCO will liaise with the relevant staff at the new school to ensure a smooth transfer.

## **13. Equality Act**

Finton House takes great care to follow legislation as laid out in the Equality Act 2010. The School will not allow discrimination on the grounds of disability.

Not every child who is identified as having SEND also falls into the definition 'disabled'. Under the Equality Act, a person is disabled if they have 'physical or mental impairment and the impairment has a substantial and long-term adverse on their ability to carry out normal day to day activities.' 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory and impairments such as those affecting sight or hearing, and long-term health conditions. To help determine whether a pupil could be termed 'disabled' following an assessment (either internally or externally) an Equality Audit is undertaken by the school to help in the decision making process. Finton House is able to offer a 'Snapshot Assessment' on site, but occasionally suggests that a child has an assessment from a private Educational Psychologist or a Specialist Teacher, which is paid for by parents. Parents also have the option of seeking support from their Local Authority.

If a pupil does fall under the duty of the Equality Act, the school will make reasonable adjustments as required (the physical environment, the educational content, access to different activities including trips, residential and workshops). Finton House defines 'reasonable adjustments' as those which do not place unreasonable financial or resource demands on the school or where there are significant structural changes. Reasonable adjustments will not be charged to the parents in these cases but in some cases if further support is required, parents may have the option of funded support in the classroom from an Assistant or funding one to one lessons with a specialist teacher, outside the classroom.

Simply because a child needs SEND support does not mean that they are disabled. When children do not meet the definition for having a disability, Finton House may still offer to put in place, additional support.

Finton House also has a **Disability and Accessibility Plan** that sets out how Finton House plans to increase access for disabled pupils to the curriculum, the physical environment and to information.

## 14. Links to other Policies (please see actual policy for more details)

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### Admission Policy

Finton House allocates places to children of all abilities including those with special needs on a first-come, first-served basis. This is dependent upon the school being able to meet the child's needs.

The application process for all children is the same. Parents are asked to disclose as early as possible any information about their child's early development/special educational needs which might lead to the need for additional support at school. Following disclosure of any medical condition, allergy, learning difficulty, disability or emotional/social difficulty, the school will need to ensure that the child's needs can be met, using the following criteria:

- Whether the child will be able to access the mainstream curriculum and inclusive environment at the school.
- Whether the school has the skills, knowledge, facilities and resources to meet the child's needs.
- Whether any adjustments are required to accommodate the child in the school, and if so whether these are reasonable for the school to put in place.
- Whether the child's attendance would be incompatible with the efficient education of others and detrimentally affect their good progress.

If the child starts at Finton House and is later found to have special educational needs that require 1:1 support, the above criteria will also be followed and a discussion will take place with parents. It may be decided that:

- The School is no longer the best setting for the child and an alternative setting must be found.
- Parents will be required to make a reasonable contribution towards the cost of providing 1:1 support for their child.
- It is reasonable for the School to ask for a contribution from the parents towards the specific 1:1 support the child requires. To meet this cost it may be appropriate for parents to apply for an Educational Health Care plan in order to gain funds to help towards the support their child needs (see section on Educational Health Care Plans & Annual Reviews). The School will assist the parents in making such an application. If the parents don't wish to apply for an EHC plan or are unsuccessful with the application the school will continue to require a 'reasonable' contribution towards the 1:1 specific support for their child.

### Equal Opportunities & Inclusion Policies

The Equal Opportunities and Inclusion policies inform how Finton House works to ensure that all children have access to all aspects of education. At Finton House we value all children as individuals. We aim to help each child achieve personally, socially, physically and academically. In our school every child is given the opportunity to achieve his/her potential.

All reasonable adjustments will be made to ensure each child with Special Educational Needs has every reasonable opportunity to access all areas of the curriculum. Children with special needs are included in all school activities, wherever it is safe for them to do so, and if appropriate parents are consulted beforehand. This includes clubs and school trips. It may however, be necessary to provide an alternative sport such as golf because the child has disability e.g. it is no longer safe for a Y4 child with a cochlear implant to play hockey or a child with a visual impairment to play rugby in Y3.

### **Physical Intervention Policy**

The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others. For details please refer to the Physical Intervention Policy.

### **Safeguarding Policy**

At Finton House we recognise that children with SEN and disabilities may be especially vulnerable to abuse and that there can be additional barriers that exist when recognising abuse or neglect, including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

At Finton House we recognise that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and we provide proactive support to ameliorate these risks.

Finton House provides a school environment in which all pupils, including those with SEND feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately.

Please refer to the Safeguarding Policy for more details.

## **15. Arrangements for Considering Complaints**

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Please refer to Finton House Complaints Policy and Procedure for Parents.

## **16. Quality Control**

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The school's SEND policy will be reviewed annually to ensure that any further developments or amendments are made and carried out by the school's staff.

## Appendix A



