



NEWBOLD SCHOOL

Special Educational Needs & Disabilities Policy

*Reviewed September 2026, by J Crissey & Mrs Jennings.
Ratified by Newbold School Board of Governors, Oct 2026
Next review: Autumn Term 2027*

Policy Statement

Newbold School is committed to promoting an inclusive environment in which all pupils are valued, supported and encouraged to participate fully in school life.

The school recognises that pupils may experience a range of additional needs and aims to provide appropriate support through high-quality teaching, reasonable adjustments, appropriate differentiation and targeted intervention where this can reasonably be provided.

As a small independent school, Newbold School has finite staffing, facilities, specialist expertise and resources. The school will therefore consider each pupil's individual needs carefully when determining whether appropriate provision can reasonably be made within the school's setting.

Where a pupil's needs require provision that the school cannot reasonably provide, the school will work openly with parents. This may include determining that the school is unable to offer or continue to provide a place where the pupil's needs cannot reasonably be met within the school's available provision.

The school recognises that pupils with SEND may be more vulnerable to safeguarding concerns. Staff remain alert to potential risks and follow the school's Safeguarding and Child Protection Policy.

The school has regard to relevant SEND guidance and adopts the principles of the graduated approach described in the SEND Code of Practice: Assess → Plan → Do → Review. The school also complies with its legal duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

1. Definition of SEND

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SEND may include pupils who:

- experience greater difficulty in learning than most children of the same age;
- have communication or interaction difficulties;
- have cognition and learning needs;
- have social, emotional or mental health needs;
- have sensory or physical needs;

- require additional support or reasonable adjustments to access the curriculum effectively; or
- require provision that is additional to or different from that normally available to pupils of the same age.

The school recognises that not every pupil who experiences difficulty with learning will necessarily have SEND. For example, some pupils may have temporary gaps in learning or may benefit from additional academic support without meeting the definition of SEN.

Similarly, high attainment or exceptional ability does not in itself constitute SEND, although pupils who demonstrate high levels of attainment may require appropriate challenge and extension.

The school considers each pupil's individual strengths, needs, circumstances and barriers to learning when determining appropriate support.

2. Principles

Newbold School aims to:

- provide a broad, balanced and appropriately differentiated curriculum for all pupils;
- identify additional needs at the earliest reasonable opportunity;
- make reasonable adjustments in accordance with the Equality Act 2010;
- support pupils to achieve their individual potential;
- work collaboratively with parents and external professionals;
- foster confidence, independence and wellbeing;
- ensure pupils' views are considered wherever appropriate;
- identify and reduce barriers to learning and participation; and
- promote high expectations for pupils with SEND.

As a small independent school with finite staffing, facilities, specialist expertise and resources, the school may not always be able to provide highly specialised provision internally.

The school will consider whether additional provision can reasonably be arranged within the school's circumstances. Where a pupil requires highly specialised provision, significant additional staffing, specialist facilities or professional services beyond what the school can reasonably provide, the school will discuss this openly with parents.

Where the school determines, following individual consideration, that a pupil's needs cannot reasonably be met within the school's provision, the school may determine that it is unable to offer a place or, where appropriate and lawful, unable to continue to provide a place.

The school will make such decisions on an individual basis and will not make assumptions about a pupil solely because they have a diagnosis, disability, SEND designation or EHCP.

3. Objectives

The objectives of this policy are to:

- ensure pupils with SEND can access appropriate provision and support;
- promote inclusion and equal participation in school life;
- provide access to a broad and balanced curriculum;
- monitor progress effectively through the graduated approach;
- work positively with parents and external agencies;
- seek specialist advice where needs exceed the school's expertise;
- support pupils' emotional wellbeing alongside academic progress;

- identify and reduce barriers to learning and participation; and
- ensure that decisions about provision are informed by the individual needs of the pupil.

Details of support services available for children and young people with SEND can be found through the Local Offer published by Bracknell Forest Borough Council.

4. Governance

The Governing Board is responsible for:

- monitoring the effectiveness of SEND provision;
- ensuring that the school has appropriate arrangements for identifying and supporting pupils with SEND;
- ensuring compliance with relevant legislation and guidance;
- reviewing SEND provision regularly;
- supporting an inclusive approach throughout the school;
- monitoring the effectiveness of the school's SEND policy; and
- ensuring that the school considers its duties regarding reasonable adjustments for disabled pupils.

The Board recognises the school's duty to make reasonable adjustments for pupils with disabilities while also recognising that Newbold School is a small independent school with finite staffing, facilities, expertise and resources.

The Board will seek assurance that decisions concerning SEND provision and admissions are made on an individual basis.

5. Role of the Headteacher / SENCO

The Headteacher has overall responsibility for:

- coordinating support for pupils with SEND;
- liaising with teachers, parents and external agencies;
- monitoring the effectiveness of interventions;
- overseeing SEND records and provision mapping;
- ensuring staff receive appropriate guidance and training;
- overseeing the implementation and review of Individual Learning Plans;
- determining whether the school can reasonably meet a pupil's needs;
- considering appropriate reasonable adjustments;
- coordinating referrals and specialist advice where appropriate; and
- ensuring that SEND provision is reviewed and adapted where necessary.

The Headteacher works closely with class teachers to ensure provision remains appropriate and effective.

Where a pupil's needs appear to exceed the school's available provision, the Headteacher will discuss the situation with parents and, where appropriate, relevant professionals.

6. Role of Class Teachers

All teachers are teachers of pupils with SEND and are responsible for:

- the day-to-day management of SEND provision
- identifying concerns at an early stage and ensuring the headteacher is informed;
- differentiating teaching appropriately;
- implementing agreed support strategies and interventions;
- contributing to Individual Learning Plans (ILPs);

- monitoring progress;
- maintaining appropriate communication with parents;
- promoting pupils' confidence, participation and independence;
- identifying barriers to learning and participation; and
- contributing to the Assess → Plan → Do → Review cycle.

Teachers work in partnership with parents and school leaders through the graduated approach:

Assess → Plan → Do → Review

Teachers will raise concerns with the Headteacher/SENCO where a pupil's needs appear to require provision beyond ordinarily available classroom support.

7. Role of the Early Years SENCO

The Early Years SENCO monitors the progress and development of children in Early Years and works closely with parents, staff and external agencies where appropriate.

Responsibilities include:

- early identification of additional needs;
- coordinating support plans;
- liaising with the Local Authority and inclusion services;
- arranging referrals where necessary;
- reviewing progress regularly with parents;
- supporting staff in adapting provision; and
- ensuring that children's views and individual circumstances are considered where appropriate.

Where a child's needs require provision beyond the school's available staffing ratios, facilities, expertise or resources, the school will work collaboratively with parents and external agencies to determine appropriate next steps.

Where the school determines that it cannot reasonably meet a child's needs within the Early Years setting, the school may determine that it is unable to offer a place.

8. Admissions

The school welcomes applications from pupils with SEND and will consider applications on an individual basis.

All pupils applying for admission from F2–Year 6 complete age-appropriate assessments in English and Mathematics, alongside observation of learning behaviours during the taster process.

Where a pupil has identified or suspected SEND, the school will seek relevant information from parents and, where appropriate, previous schools or relevant professionals. This information helps the school understand the pupil's strengths, needs, barriers to learning and the provision that may be required.

In considering whether to offer a place, the school will consider:

- the pupil's individual needs;
- the needs of the other pupils already enrolled in the class
- the provision and reasonable adjustments that may be required;

- the school's existing staffing, facilities, expertise and resources;
- whether additional provision can reasonably be arranged;
- relevant professional advice;
- the pupil's ability to access the school's curriculum and wider school life with appropriate and reasonable support;
- any relevant health, safety or safeguarding considerations; and
- where applicable, the provision and outcomes specified in an EHCP.

The school will make reasonable adjustments as required by law and will consider each pupil's circumstances individually.

The school is an independent school and is not a specialist SEND setting. The school therefore reserves the right not to offer a place where, following individual assessment and consideration of reasonable adjustments and available or reasonably obtainable provision, it determines that the pupil's needs cannot reasonably be met within the school's setting.

The school will explain its decision to parents as openly as possible and, where appropriate, will identify the provision that would be required to meet the pupil's needs.

The school will not refuse admission solely because a pupil has SEND or a disability. Decisions will be based on the individual circumstances of the pupil and the school's ability to provide a suitable and safe educational environment and to meet its legal duties.

Parents will be informed of:

- any identified concerns;
- the provision the school believes may be required;
- any significant additional provision that may need to be arranged; and
- any additional costs associated with agreed specialist or individual provision.

Any additional costs will be discussed with parents in advance.

9. Additional Provision and Charges

The school provides ordinarily available SEND support through high-quality teaching, differentiation, classroom adaptations, targeted intervention and appropriate pastoral support.

Where a pupil's individual needs require provision that is additional to or different from the school's ordinarily available provision, the school will consider what can reasonably be provided within its existing staffing, expertise, facilities and resources.

Where additional provision can reasonably be arranged but involves significant additional costs, the school will discuss this with parents in advance.

Examples may include:

- additional individual or small-group staffing;
- specialist intervention programmes;
- specialist equipment or resources;
- speech and language therapy;
- educational psychologist assessments or advice;
- behaviour support services; or
- other specialist professional involvement.

Any proposed additional costs will be discussed and agreed with parents before the relevant provision is commissioned, wherever practicable.

The existence of an additional cost does not remove the school's legal duties, including its duty to make reasonable adjustments for disabled pupils.

Where the level of additional provision required is such that the school cannot reasonably arrange or sustain it, the school will discuss this with parents and relevant professionals and determine whether the pupil's needs can appropriately be met within the school. The school reserves the right to make this decision within the confines of what is appropriate and reasonable to its own resources and personnel.

10. Identification, Assessment and Provision

SEND may be identified through:

- teacher observation;
- assessment and progress monitoring;
- concerns raised by parents;
- communication or interaction difficulties;
- emotional, behavioural, sensory or physical needs;
- information from previous schools;
- information from external professionals; or
- other relevant information about a pupil's development, learning or wellbeing.

Initial support may include:

- differentiated teaching;
- targeted intervention groups;
- booster sessions;
- classroom adaptations;
- additional practice or consolidation;
- small-group support; and
- pastoral support where appropriate.

Where additional provision is required, an Individual Learning Plan (ILP) may be implemented. The school's ILPs have been designed by the Local Authority and are used to record the additional support and strategies required for an individual pupil. Additional costs will be required for pupils who require booster sessions

The school uses the graduated approach:

Assess → Plan → Do → Review

Provision is reviewed regularly and adapted according to the pupil's progress and changing needs.

11. Individual Learning Plans (ILPs)

ILPs are developed collaboratively with parents and, where appropriate, pupils.

An ILP may include:

- SMART targets;
- identified areas of need;
- teaching strategies and interventions;
- classroom adaptations;
- provision arrangements;
- responsibilities of relevant staff;

- review dates; and
- expected outcomes.

ILPs are normally reviewed termly and record provision that is additional to or different from ordinarily available classroom practice.

Where appropriate, pastoral or behavioural support strategies will also be included.

Parents will be involved in reviewing progress and determining appropriate next steps.

Where a pupil's needs change significantly, the ILP may be reviewed earlier than the normal termly review.

12. External Agencies and EHCPs

The school may ask parents to seek advice from external professionals where appropriate, including:

- educational psychologists;
- speech and language therapists;
- health professionals;
- occupational therapists;
- behaviour specialists; and
- Local Authority inclusion or specialist support services.

Where a pupil continues to experience significant difficulties despite appropriate targeted intervention, the school may support parents in considering whether an Education, Health Care Plan (EHCP) assessment should be requested through the Local Authority.

Where a pupil has an EHCP, the school will consider the outcomes and provision identified within the plan and whether these can appropriately be delivered within the school's setting.

The existence of an EHCP does not automatically mean that the school is able to provide every element of specialist provision specified or recommended. The school will consider the individual circumstances, the provision required and whether the school can reasonably meet the pupil's needs within its setting.

Where specialist services are commissioned privately for pupils in the independent sector, additional costs may arise. Such costs will be discussed with parents in advance where applicable.

Where the school determines that the provision required cannot reasonably be delivered within the school, it will work with parents and relevant professionals to identify appropriate next steps.

13. Curriculum Access and Inclusion

The school provides an inclusive curriculum through:

- differentiated teaching;
- flexible grouping;
- visual, auditory and kinaesthetic teaching approaches;
- small-step targets;
- classroom-based support;
- targeted intervention;
- appropriate classroom adaptations; and
- individual or small-group support where appropriate.

Provision is primarily delivered within the classroom wherever possible, although small-group or individual support may also be used when appropriate.

Teachers are expected to consider barriers to learning and make appropriate adjustments to teaching and classroom practice.

The school seeks to ensure that pupils with SEND are able to participate in the wider life of the school wherever reasonably possible.

14. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- termly pupil progress meetings;
- assessment data and standardised testing where appropriate;
- ILP reviews;
- classroom observation;
- feedback from pupils, parents and staff;
- review of intervention outcomes;
- monitoring of attendance and participation where relevant; and
- governor oversight.

The school reviews SEND provision regularly to ensure pupils make appropriate progress and receive effective support.

Where an intervention is not producing the expected outcome, the school will consider whether the provision should be adapted, increased, reduced or replaced.

Where concerns remain despite intervention, the school may seek advice from external professionals.

15. Partnership with Parents

The school values strong and open partnerships with parents and will:

- involve parents in all stages of the SEND process;
- maintain regular communication;
- seek appropriate consent before external referrals;
- discuss provision and progress openly;
- involve parents in the development and review of ILPs;
- provide information about available support services; and
- consider parents' views when making decisions about provision.

The school will seek to ensure that parents understand the support being provided and any areas where the school believes additional specialist provision may be required.

Review meetings are held regularly throughout the year.

Where a pupil's needs may exceed the school's available provision, the school will discuss this with parents at the earliest appropriate opportunity.

16. Complaints

Concerns relating to SEND provision should initially be discussed with the class teacher or Headteacher.

The school will seek to resolve concerns promptly and constructively.

If concerns remain unresolved, parents may follow the school's Complaints Procedure and, where appropriate, contact the Chair of Governors.

Complaints relating to admissions or reasonable adjustments will be considered in accordance with the school's relevant policies and legal obligations.

17. Links with External Agencies

The school works collaboratively with external agencies where appropriate to support pupils' learning, wellbeing and development. Chargeable services will remain the responsibility of the child's parents. These may include:

- Local Authority inclusion teams;
- educational psychologists;
- speech and language therapists;
- occupational therapists;
- health professionals;
- social care services; and
- other specialist professionals as appropriate.

The aim of multi-agency collaboration is to provide coordinated and effective support tailored to the needs of the child. (Please note that any fees charged by external agencies must be covered by the child's parents).

Where specialist advice identifies provision that is beyond the school's expertise, staffing, facilities or resources, the school will discuss the recommendations with parents and consider what provision can reasonably be arranged.

18. Policy Review

This policy will be reviewed annually, or sooner if legislation, statutory guidance or relevant inspection requirements change.

The Governing Board will review the effectiveness of the policy and the school's SEND provision as part of its oversight responsibilities.

The school will take account of relevant changes to legislation, guidance, Local Authority arrangements and inspection expectations when reviewing this policy.

Headteacher's signature: *Mrs J Crissey*