

SINCLAIR HOUSE SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1. Policy Statement

This policy operates in accordance with the vision of the school, which is *to provide all children with a strong, inspirational, challenging, and creative curriculum in a nurturing environment where each child can achieve.*

All children are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of their potential. At Sinclair House School, we value each child as an individual with their own unique needs. All children have diverse strengths and difficulties, and we aim to enable each child to reach their potential. Through identification and support, we will offer an educational provision to cater for individual needs and differences. This encompasses able and talented pupils and pupils with additional needs in learning and cognition; physical/ sensory needs; language and communication needs; and/or social, emotional and mental health needs. We recognise that at different times during their school life a child or young person may have a special need or disability. Whilst many factors contribute to the range of difficulties experienced by some children, in implementing this policy, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2. Legislation and Regulation

This Special Educational Needs and Disabilities (SEND) policy has regard to:

- The Education Act 2010;
- The Children and Families Act 2014;
- The SEN and Disabilities Code of Practice, 0-25 years 2014 (SEND Code 2015) DfE;

This policy should be read in conjunction with our Accessibility Plan, the SEND Assessment Pathway Policy.

Parents should also refer to the SHS SEND Parent Information document on the school website.

Staff should also refer to the SHS SEND Staff Information document on the teachers' drive.

3. The SEND aims of the school

- To provide the Montessori curriculum and helping children to be school ready and independent whilst acknowledging that some children may need help in progressing towards development goals and that their journey will be different.
- To develop a culture of inclusion, in which children with SEND, through reasonable adjustments, are fully included in the school community and high quality teaching is delivered for all learners, with teachers using a range of supportive approaches in their classrooms
- To ensure all our pupils can access the same opportunities for cognitive, emotional, social and physical development, achieving their maximum progress, fulfilling their potential and promoting their well-being.
- To be aware that children need to experience success and to encourage a positive self-image for all our children by recording strengths and successes
- To ensure that all staff in the school are able to provide for those pupils who have special educational needs or disabilities.
- To ensure that no pupil with learning needs or a disability is discriminated against on the basis of his/her disability

4. The SEND Objectives

- To facilitate full access to the Montessori curriculum for pupils with special educational needs.
- To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- To work in partnership with parents when addressing and reviewing children's needs.
- To take into account the best interests of the pupils with special educational needs
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process, through regular liaison between staff to assist in addressing children's needs.
- To promote effective liaison with outside agencies.
- To assist staff in adapting the curriculum to meet each pupil's needs within the classroom, and to ensure that members of staff working with people with SEND have appropriate information and support.
- To ensure that pupils with medical conditions are supported to enable their maximum inclusion in all school activities.
- To have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs
 - To ensure the Equality Act 2010 duties for pupils with disabilities are met.

5. Definition of Special Educational Needs

Under Section 20 of the Children and Families Act 2014, children have **special educational needs** if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them, namely provision different from or additional to that normally available to pupils of the same age.

Children have a **learning difficulty or disability** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools;
- are under compulsory school age and are likely to fall within the definition above when of compulsory school age or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(Taken from the Code of Practice for SEND 2014)

Four areas of primary need are identified as set out in the SEN and Disability Code of Practice, but it is recognised that many children do not easily fit into one area and/or may change over time. For a detailed overview of the four primary needs, refer to Appendix A.

6. The Graduated Approach

Intervention plans are implemented following the Assess, Plan, Do and Review cycle.

Assess

In identifying a child as needing additional support, the Class Teacher will carry out a clear analysis of the pupil's needs. This will draw on the assessments and experience of the pupil, their previous progress and attainment, as well as information from MMC and their behavior. It will also draw on the SENCo's observation, other teacher's observation where relevant, the views and experience of parents and, if relevant, advice from external support services.

Plan

When Sinclair House has decided to provide a pupil with additional support, we will notify parents, although parents will often have already been involved in forming the assessment of needs as outlined above. All Teachers who work with the pupil will be made aware of their targets, the outcomes sought, the support

provided and any teaching strategies or approaches that are required. Where appropriate, home strategies will be included to reinforce or contribute to progress.

Do

The support and progress of the child who is on the SEND register is the responsibility of the Class Teacher, with the coordination and support of the SENDCo. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at regular short intervals and recorded in the child's MMC profile. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

7. Admission

Sinclair House School welcomes all applicants irrespective of any learning needs and/or disabilities. However, its facilities (physical and otherwise) for pupils with significant learning needs and/or disabilities are limited. Sinclair House School will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 and 2014 in order to accommodate the needs of applicants who have additional learning needs and/or disabilities for which, with reasonable adjustments, Sinclair House School can cater adequately. Admission of a prospective pupil may be refused on the grounds that it would not be in the best interest of the child, for example, where Sinclair House School is unable to accommodate special educational needs.

Parents must inform Sinclair House School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's ability to fully participate in the education provided by Sinclair House School. Sinclair House School may request further information, such as a medical certificate and/or a current Educational Psychologist's report, as well as any internal school assessments and reports that Sinclair House School considers necessary to make a fair assessment. If, after reasonable adjustments have been considered, Sinclair House School is unable to adequately cater for the needs of those children with additional learning needs or disabilities, parents will be informed why an offer of a place will not be made. Failure to declare an additional learning need and/or previous behavioural issues may result in the offer of a place subsequently being withdrawn. Similarly, any medical, including mental health issues, must be declared at the application stage.

Where Sinclair House School determines that it is unable or no longer able to adequately meet the child's needs and it is not in the child's best interests to remain at Sinclair House School, the Manager and SENDCo will invite the parents for a consultation and may ask the parents to withdraw the child from the school (subject always to the school complying with its equality obligations). Where a child with an Education, Health and Care Plan (EHCP) joins Sinclair House School, the school will always consult with parents and, where appropriate, the Local Authority to ensure that the provision set out in the EHCP can be delivered.

8. Funding

Sinclair House will make reasonable adjustments to meet the needs of all children. Sinclair House School is a private nursery and fees are sought from parents/cares to cover the cost of their child's education. Funding from the local authority for children with special educational needs is unusual. Therefore, funding for 1:1 learning support provision must be redeemed from the parents. Any additional services that are needed to

meet the requirements of an EHCP or additional services that are needed to support children with specific learning needs, such as SpLD tuition, Speech and Language Therapy, Occupational Therapy, and Counselling will be subject to a charge. This will be made either directly to the parents, or the Local Authority if they are funding the provision.

9. Sinclair House School seeks to be an inclusive school by:

- Using SEND review procedures to identify any barriers in the way of the child and plan appropriate and reasonable action.
- Valuing the diversity of our children of which SEND are a natural part.
- Ensuring that our reading materials includes stories with positive images of children with SEND.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for children with SEND to work with other children.
- Encouraging children with SEND to play / socialise with other children

10. Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At Sinclair House School, we believe that all our children matter. All the children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. Using the EYFS alongside the Montessori curriculum, we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. The Montessori curriculum allows for individual planning for each child within the classroom in order to stretch them, so where necessary, teachers are able to plan more advanced activities which build upon and advance the work they have mastered.

At Sinclair House School, we are aware that some children may not progress at the expected rate as outlined in the *Statutory Framework for the Early Years Foundation Stage and Early Years Outcomes*. As a provider of early years education, we are required to have regard to *the Special educational needs and disability code of practice: 0 to 25 years* (DfE and Department of Health: 2014) We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes. Generally, EYFS children are not placed on the SEND Register unless they have severe needs, with a formal assessment.

We identify those children who do not meet these developmental milestones through a range of methods, including:

- information from parents
- information/records from Playgroups/Nurseries/Pre-Schools
- information from outside agencies
- on-going teacher observations
- Foundation Stage Profile
- termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher with the support of the SENDCo. These may include:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

11. Education, Health and Care Plans

Where, despite the school having taken relevant and purposeful action (including specialist assessments by external agencies) to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular assessment and review will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. In these cases, the LA will 'name' the School as an appropriate placement in the plan and the School will receive funding from the LA to employ additional support for the child. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Where a child joining Sinclair House School has an *Education, Health and Care Plan* (EHCP), the LA will need to satisfy itself that the school is suitable to meet that child's special educational needs. Sinclair House School will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum can be provided for, as set out in the EHCP. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHCP. Any additional services such as Speech and Language Therapy, Occupational Therapy will take place outside of school hours and premises. Any additional services that are needed to meet the requirements of the EHCP, such as 1:1 support, will be subject to charge. This charge will be made directly to the parents, or the Local Authority if they are responsible for the fees and Sinclair House School is named in the Education, Health and Care (EHC) Plan.

12. Working with Parents and the Voice of the Child

At all stages of the Special Educational Needs and Disabilities process, the school will keep parents fully informed and involved with the progress of their child. We take into account the wishes, feelings and knowledge of the parents at all times and aim to share the process of decision making. Regular meetings, to review progress, will take place with parents, class teachers and children. Parents are welcome to contact our

SENDCo. Pupils are also able to share their views in a number of different ways depending on their age and understanding.

13. Record Keeping

EYFS Practitioners maintain a record of children under their care as required under the EYFS framework. Such records will be available to parents and they shall include how our school supports children with SEND. CPOMS will keep an accurate and current record of EYFS children on SEND register. Where, despite our early years foundation stage having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, our school will suggest to the parents requesting an Education, Health and Care needs assessment with the Local Authority or a private assessment with a private specialist. The SENDCo will support the parents in this process.

14. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. All information will be passed to the next school following standard practice.

15. Meeting Medical Needs

Please refer to the school Medical Conditions Policy. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

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

16. Roles and responsibilities

At Sinclair House School, we believe that:

- Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- Teaching and supporting pupils with SEND is therefore a whole school responsibility. Meeting the needs of pupils with SEND requires partnership working between all those involved – the school, parents/carers, pupils, children's services and all other agencies.
- The responsibility of the management of the SEND policy falls to the Nursery Manager and the Special Educational Needs and Disability Coordinator (SENDCo). Our SENDCo is Ms Melissa Trott

For a detailed overview of the different roles and responsibilities, please refer to Appendix B

17. Resources and Continuing Professional Development (CPD) for Special Educational Needs

- All staff have access to the SEND Policy and are given advice in its application.
- Resources are allocated to support children with identified needs.
- The SENDCo provides CPD to staff in school in specific aspects of meeting the needs of pupils with SEND.

- The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and child assessment meetings.

18. Complaints about SEND Provision

Any complaints about our SEND provision will be taken seriously. In the first instance parents are asked to approach the SENDCo, after which our usual complaints procedures apply. In ECHP cases, if there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

19. Monitoring and Review:

This policy is subject to continuous monitoring, refinement and audit by the Proprietor, who, in consultation with the SENDCo, will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

This policy will next be reviewed no later than **August 2027** or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require

Signed:

Date: 3rd August 2026



Mrs. Carlotta T.M. O'Sullivan
Principal and Proprietor

Appendix A

Four Areas of Primary Need

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Children who experience difficulty with speech, language and communication, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Difficulties can range between speaking, listening, attention and social interaction difficulties. Children with autistic tendencies are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others, and may impact on imaginative writing and reading comprehension.	Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.	Children may experience a wide range of difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognise that issues such as these could be due to a range of different factors which encompass: Social and environmental issues such as family breakdown or bereavement; Speech, language and communication issues (SLCN); Emotional, behavioral, health and social difficulties.	Children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available. These can be age related and fluctuate over time. Disabilities include visual impairment, hearing impairment or a multi-sensory impairment.

Appendix B

Roles and responsibilities

Principal

The key areas of responsibility for the Principal are to:

- Have a SEND policy and Accessibility Plan in place
- Ensure that our policy takes into account National Legislation and current initiatives and strategies.
- Ensure that the SEND policy is followed by all members of staff.
- Provide training for teachers in SEND awareness and provision.
- Provide training for the SENDCo to ensure that the School is informed about initiatives and best practice
- Review the SEND policy and the Accessibility Plan.

SENDCo

The key areas of responsibility for the SENDCo are to:

- Oversee the day-to-day operation of the School's SEND policy.
- Draw up, update and distribute the School's SEND register.
- Coordinate provision for children with SEND.
- Liaise with and advise teachers regarding concerns and the content of EHCP.
- Collaborate with relevant teachers in writing an Individual Education Plan as part of the 'assess, plan, do, review' process for each child in the SEND register.
- Oversee the records of all children with special educational needs.
- Review the progress of children for whom a concern has been raised or are on the SEND support register.
- Keep teachers up to date with SEND issues and resources.
- Liaise with parents of children with SEND.
- Liaise with external agencies, including the Local Education Authority (LEA) support and educational psychology services, health and social services and voluntary bodies, speech and language therapists (SALT) along with occupational therapists (OT).
- Monitor and evaluate the quality of learning and teaching in all classes to ensure that all teachers are successfully meeting their responsibilities towards children on the SEND register.
- Work with the Manager to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teachers

The key areas of responsibility for Teachers are to:

- Continually observe and monitor find out what all pupils in the class have learned and can do, and plan the next steps accordingly;
- Regularly liaise with SENDCo and review IEPs at the end of each term
- Communicate via email with parents at the beginning of each term by sending IEP targets;
- Complete on-going observations on CPOMS and evidence when a concern is raised about an individual pupil.

Parents/Carers

At Sinclair House School, we encourage all of our parents to play a key and active role in supporting their child. This is important in enabling children with SEND to achieve their potential. We will support parents so that they are able to:

- Recognise and fulfill their responsibilities as parents/carers and play an active and valuable role in their child's education;
- Know about their child's education within the EYFS framework;

- Make their views known about how their child is educated;
- Have access to advice to information, advice and support during assessment and any related decision making process about SEND provision.

We aim to make communications with parents effective by:

- Acknowledging and drawing on parental knowledge and expertise in relation to their child;
- Focusing on the children's strengths as well as areas of additional need;
- Ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed before meetings, as far as possible;
- Respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.