



Falkner House Special Educational Needs (SEN) Policy

Nursery - Year 6 including EYFS

Falkner House complies with the following statutory guidance and the policy is written with reference to the Children and Families Act 2014, supplemented by the Special Educational Needs and Disability (SEND) Code of Practice 2015, Supporting Children and Young People with Medical Conditions and Allergy (DfE, 2026) and the Equality Act 2010, KCSIE safeguarding expectations, current SEND and Alternative Provision reform principles and the EYFS framework 2025. Please also see Admissions, EAL, Behaviour, Curriculum, Safeguarding and Disability (including Accessibility), Policies.

Aims

Falkner House is committed to providing a rigorous academic and intellectual education for all pupils — from the most able to those who need learning support, and for those who are both highly able and in need of assistance to access their talents. Our curriculum and teaching are designed to recognise and respond to individual differences so that every pupil can make excellent progress and feel successful.

We are committed to:

- Early identification and appropriate support for all pupils with SEN or disabilities.
- High-quality teaching that is differentiated and personalised to meet individual needs.
- Working closely with parents and external professionals.
- Ensuring that all pupils have equal access to the curriculum, facilities, and opportunities of the school.
- Fostering positive attitudes towards diversity and inclusion.
- Monitoring the progress of all pupils, including those with SEN, through assessment data, teacher observations, and pupil well-being measures.

Definition of Special Educational Needs (SEN)

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision which means educational or training provision that is additional to, or otherwise different from, that made generally for other children of the same age. A child has a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of the educational facilities generally provided.



Identification and Assessment

Falkner House follows the approach outlined in the SEND Code of Practice: **Assess, Plan, Do, Review**.

The Nursery is unselective and forms the very first stage of education and staff need to be particularly open and alert to any emerging additional needs. The main school (Reception to Year 6) is selective, and thus any pupils who have SEN are generally academically strong; however, their needs may still require individualised support.

If we suspect that a child may have SEN, the class teacher discusses this with the parents and with the SENCO. The school may recommend seeking external professional advice or formal assessment and then works with any specialist's recommendations. External specialists (e.g. Educational Psychologists, Occupational Therapists, Speech and Language Therapists) may visit the school to assess or support pupils. Such arrangements are typically organised and funded by parents but are facilitated by the school. Screening for dyslexia or other specific learning differences may also be arranged if teachers and the SENCO consider it helpful.

Children with either a diagnosis or a specific learning difficulty or an identified probability of SEN are recorded on the school's data system so that all staff are aware of their needs and provision and potential issues.

Individual Roles

Special Educational Needs Coordinator (SENCO). The SENCOs (Miss Day at FHG and Miss Cogdell at FHB) are both highly experienced and have long experience at Falkner House. They work in concert with the Headteachers and class teachers and they:

- Coordinate provision for pupils with SEN or disabilities
- Ensure that review dates for individual children are adhered to
- Arrange together with the headteacher and class teacher for individual support to the relevant children
- Log and manage differing access arrangements for exams e.g extra time, separate room, prompter.
- Oversee the day-to-day operation of this policy
- Maintain the SEN register and ensure records are accurate and up to date.
- Coordinate the preparation and review of Individual Support Plans (ISPs) and input for Education, Health and Care Plans (EHCPs).
- Reporting at least termly to the Headteachers on SEN provision and outcomes.
- Work closely with the DSL and staff to ensure that safeguarding concerns involving pupils with SEN or who are considered vulnerable are identified promptly and reflected in SEN provision and planning and responded to appropriately. Information is shared on a need-to-know basis and in accordance with safeguarding and data protection requirements.

The SENCO produces an annual report for the LLP Board summarising **and** evaluating the effectiveness of provision against pupil outcomes, attendance, wellbeing and inclusion measures, identifying priorities for future development. The report will also include:

- SEN register of data and pupil progress.
- Training undertaken.
- Resource deployment.
- Impact of interventions and areas for development.



Teachers, who appreciate that they may well be teaching pupils with SEN, **are responsible for:**

- Identifying concerns early and liaising with the SENCOs and headteachers
- Differentiating appropriately for pupils in their class.
- Implementing recommendations from ISPs and specialists.
- Working closely with parents to support learning at home and school.

The Headteachers ensure:

- Effective implementation of this policy.
- Adequate resourcing, training and staffing for SEN provision.
- That all staff understand their responsibilities for identifying and supporting pupils with SEN.
- The Heads of FHB and FHG meet with the SENCOs termly to review the SEN children and what provision is in place, comparing it with the data we have for that child to ensure that any additional support is effective - if not the strategy changes.

The LLP Board

The Board holds overall responsibility for compliance with the SEN and Equality Acts and for ensuring the policy is reviewed annually (or sooner if statutory changes occur).

Individual Support Plans (ISPs)

Pupils identified by the school or through external diagnosis as having SEN or disabilities or significant EAL-related learning needs will have a Falkner House ISP where specific accommodations or strategies are required. This is very much an 'in house' categorisation produced by the school, which identifies a child's needs. These pupils receive additional support – to varying extents - for their SEN.

Each ISP outlines:

- The pupil's strengths and areas of need
- Short- and medium-term SMART targets.
- The support and interventions to be used.
- Who is responsible for delivering them.
- Success criteria and review dates.

ISPs are shared with parents and reviewed at least termly, or more frequently where required. Reviews consider progress towards agreed outcomes, pupil wellbeing, parental feedback and the effectiveness of current support strategies.

Some pupils with SEN may also have medical needs requiring an individual Medical Protocol which is reviewed at least annually. The headteacher ensures that medical protocols and ISPs are consistent and that relevant staff are aware of pupils' needs.



Education, Health and Care Plans (EHCPs)

Falkner House supports parents during the process of applying for or maintaining an EHCP. Once an EHCP is issued, the school complies fully with the requirements regarding provision and annual review. The SENCO together with the headteacher coordinates all communication with the Local Authority and ensures that EHCP targets are implemented and reviewed.

Where parents commission private assessments or specialist support, the school will work collaboratively with those professionals where appropriate. Where a pupil has an Education, Health and Care Plan (EHCP), the school will implement the provision specified within the Plan and cooperate fully with the Local Authority and relevant agencies.

Supporting Pupils with or without a Formal Diagnosis

We teach all pupils according to their observed needs rather than focusing solely on diagnostic labels. All FH staff are charged to look at what will help an individual child and differentiate appropriately. Differentiation and flexible teaching strategies are used to ensure optimal learning.

The school recognises that some pupils may experience social, emotional and mental health (SEMH) needs which affect their learning, wellbeing or participation in school life. Staff work closely with families and, where appropriate, external agencies to support pupils' emotional wellbeing and to ensure that appropriate strategies and interventions are in place.

Support may include:

- Suggestions of external experts
- Targeted small-group teaching for support or extension
- Targeted plus support suggested if thought necessary to draw on the expertise of education and health professionals.
- Scaffolded work in English or Maths.
- Visual timetables and structured routines.
- Pre-teaching of key vocabulary or concepts.
- 1:1 reading or support sessions.
- Additional adult supervision during transitions or in the playground.
- We focus on the needs we see (eg. spelling), rather than on the diagnosis itself (eg. dyslexia).

Additional Support 1:1

If ever we feel a child would benefit from additional teaching or 1:1 reading in specific subjects, typically English or maths, we arrange for this to happen eg. during Spanish or before/after the normal school day. For nursery children, being aged 3-4, small group teaching is always the norm.

We are very generously staffed but at times employ additional TAs so as to be able to give individual or small group support. At all times, the importance of an inclusive approach is balanced with the specific needs of the



child. Support may be needed in the playground, at transitions or for some children in the classroom to keep them on task. In some cases, but not all, the child's parents contribute to the cost.

Curriculum Access and School Environment

All children — and particularly those with SEN — must have an appropriate and accessible curriculum.

- Differentiation, small-group teaching, and individual support ensure access to learning.
- Visual timetables are displayed throughout the school, benefiting all pupils but especially those with SEN or ASC.
- In certain subjects eg. in English, if necessary the children are presented with more “scaffolded” work.
- Where required, reasonable adjustments are made in accordance with the *Equality Act 2010*.
- Provision for pupils with ASC or ADHD may involve both behavioural management strategies as much as specific academic adjustments.
- The SENCO and Headteachers regularly review physical accessibility and curriculum access as part of the school's Accessibility Plan.

Staff awareness and monitoring of progress

- It is essential that staff are aware of particular “children of note” - who may have SEN or very difficult family circumstances or seemingly be of lower attainment or have tricky behaviours. These children will have an ISP and they are all logged on the school data system. Some children of note may not have any academic issues, but have undiagnosed special emotional needs, e.g. anxiety, sadness, poor parenting, anger management. The well-being of children of note is discussed and monitored on a frequent and regular basis in staff meetings etc. to give a picture of the child in the round - at break, in PE, in art and music lessons, in transitions, at lunch. Our management of their behaviour is informed by our knowledge of their needs. Exactly the same applies to the gifted child (who may potentially also be neurodivergent) - their needs are as important as the child who may be struggling academically. There is much dialogue with parents, we try and get to know them as well as their children and understand them and help them help their children.
- We look carefully at data and teacher comments to ensure that SEN (and EAL) pupils are making - at the least - good personal progress, and understand and interpret their attainment with this in mind. Clearly, each child will have different goals ranging from a focus on improving behaviour, spelling, grammar, maths etc. – our aim is for each child to make their maximum progress possible and be happy and feel successful at school.

Every SEN child's needs are different and thus how we look after each child is different - one size does not fit all.

SEN, safeguarding and vulnerable pupils

The school recognises that children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges and barriers to recognising, reporting or disclosing abuse. Staff understand



that behaviour, attendance difficulties, anxiety, emotional dysregulation or changes in presentation may be indicators of unmet need or safeguarding concerns.

- All staff receive safeguarding training which includes consideration of the additional vulnerabilities that may affect pupils with SEND. Staff are expected to maintain a culture of vigilance and professional curiosity regarding the welfare of all pupils.
- Where appropriate, support plans, Individual Support Plans (ISPs), behaviour plans and safeguarding arrangements are coordinated to ensure a consistent and holistic approach to supporting the child.

Handwriting and Touch Typing Clubs

Clubs such as handwriting and touch typing are open to all pupils but often benefit SEN pupils **disproportionately**, improving confidence and functional skills.

More Able / Gifted Pupils

As a selective school, many Falkner House pupils are highly able or gifted. We wish to create a genuine partnership between school, parents and the child. We don't label a child as "gifted" as this would be likely to raise unreasonable expectations in the context of our parent body. We feel that many of our children operate consistently under burdensome parental pressures and expectations – academic, sporting or musical (often all three), and try at all times not to exacerbate this.

In the classroom, we are committed to:

- Focusing primarily on effort and attitude rather than competitive ranking.
- Providing extension and challenge within lessons or through additional activities.
- Encouraging higher-order thinking, creativity, and independence.
- Differentiating work to stretch pupils appropriately while ensuring emotional balance.
- Creating a wide and varied curriculum.
- Having high expectations for all children who are encouraged to operate at the highest technical and analytical skills of which they are individually capable.
- Avoiding over direct teaching and respecting pupils' different talents - children are instead encouraged to "think outside the box" and develop higher order skills such as prediction and hypothesis.

Giftedness may co-exist with SEN ("twice-exceptional" pupils). These pupils receive support that recognises both their strengths and their needs.

Outside the classroom - at any one time we have children who are also extremely talented in non- academic spheres e.g in music or sport and we offer a broad, balanced and differentiated range of musical/sporting opportunities for children as well as supporting their out of school achievements.



Record Keeping, Confidentiality and Data Protection

The headteacher maintains secure, confidential SEN records for each pupil, in accordance with the Data Protection Act 2018 and UK GDPR. Records are stored securely, shared only with relevant staff or professionals, and transferred appropriately when a pupil leaves the school.

Staff Training and Professional Development

All staff receive training on SEN awareness, inclusive teaching, and differentiation strategies. There are regular staff briefings to share current guidance, and additional CPD is arranged as needed. New staff are inducted into the SEN policy and procedures.

Parental and pupil involvement, participation and outcomes

Parents are key partners in supporting their child's education. We work collaboratively and maintain open, honest communication. Parents are involved at all stages — identification, planning, intervention, and review. Pupils' views are also valued and sought in age-appropriate ways, ensuring they feel understood and included in decisions affecting them.

Falkner House is committed to working in partnership with pupils, parents, staff and external professionals to identify strengths, needs, aspirations and desired outcomes. Wherever possible, pupils are encouraged to participate in decisions affecting their education and support, in ways that are appropriate to their age, maturity and level of understanding.

Support planning focuses not only on provision but also on measurable outcomes. When reviewing ISPs, staff consider academic progress, independence, social development, emotional wellbeing, confidence and participation in school life.

The school seeks to co-produce support strategies with families and, where appropriate, external specialists. Parents and pupils are encouraged to contribute to reviews and to discuss what support is working well and what may need adjustment.

Preparation for future transitions is considered as part of SEN planning. This may include transitions between classes, or schools with support tailored to the needs of the individual pupil.

Complaints and Dispute Resolution

If parents have concerns regarding SEN provision, they should initially discuss these with the class teacher or SENCO. If the matter remains unresolved, they may meet with the Headteachers. Should further action be needed, the issue may be referred to the Headteacher under the school's Complaints Policy.