



Argyle House School Special Educational Needs and Disabilities (SEND) Policy

Review date: September 2026

Reviewed by: J.Sample

Next review date: September 2027

This policy recognises the entitlement of all Argyle House School pupils, from Early Years Foundation Stage (EYFS) to Year 11, to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive, does not discriminate and which values the abilities and achievements of all pupils. The Headteacher, Senior Management Team and SENCOs will do their utmost to ensure that all pupils with SEND are able to access the curriculum, take as full a part as possible in all school activities, and achieve their potential.

The SEND aims of the school

- To identify all pupils requiring SEND support as early as possible, and follow the school's graduated approach to meet their needs.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment by maintaining a policy of open communication between home and school.
- To ensure that all pupils with SEND and their parents are involved, where practicable, in decisions affecting their SEND provision.
- To ensure that all pupils with SEND are taught by teachers who understand their needs, and can provide high quality, differentiated teaching that allows them to fully access the curriculum and achieve their potential.
- To develop positive and effective working relationships between staff, parents/ carers and pupils.
- To ensure a smooth transition between each phase of a pupil's school career.
- To provide an individual response to SEND, through a curriculum adapted specifically to the pupil's needs and abilities.
- To foster confidence, self-esteem and independence in learning.

(0191) 5100726 | 19 & 20 Thornhill Park, Sunderland SR2 7LA
Email: info@argylehouseschool.co.uk | www.argylehouseschool.co.uk

To promote equal opportunities for all pupils whatever their background, race, gender or ability.

 [argylehouse](https://www.facebook.com/argylehouse)  [argyle1884](https://twitter.com/argyle1884)





- To ensure that appropriate exam access arrangements are in place for pupils with SEND and EAL, and that all staff are aware of these.
- To comply with the current legislative framework, including the Disability Discrimination Act (1995), the Equality Act (2010) and the Children and Families Act (2014). As an ISI independent school, Argyle House does not have a statutory obligation to comply with the SEND Code of Practice (2015), but aims to do so where relevant.

Definition of SEND

The Children and Families Act (2014) determines that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age is considered to have a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

While the SEND Code of Practice (2015) specifies that “difficulties related solely to limitations in English as an additional language are not SEND”, the school recognizes that these pupils will have specific learning requirements that may necessitate additional support.

Admissions

Argyle House School complies with the Equality Act (2010) and does not discriminate regarding entry. We welcome pupils with SEND, provided that they are able to take a full and active part in school life, and their needs can be met with the reasonable adjustments our Class Teachers and SENCos are able to offer.

(0191) 5100726 | 19 & 20 Thornhill Park, Sunderland SR2 7LA
Email: info@argylehouseschool.co.uk | www.argylehouseschool.co.uk

 [argylehouse](https://www.facebook.com/argylehouse)  [argyle1884](https://twitter.com/argyle1884)





To ensure that the best educational provision is in place for those with SEND, it is a requirement that any information or reports from educational or healthcare professionals is shared by parents with the school as early as possible in the admissions process.

Following an application for a place at the school, and before an offer is made, the school will consider the following criteria, in line with Section 35 of the Children and Families Act (2014):

- Whether the child is able to access the mainstream curriculum 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 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, or would detrimentally affect their progress and wellbeing.

When appropriate, the school will liaise with the child's current or previous educational setting.

For pupils with an Education Health Care Plan (EHCP), there is a process whereby the school is formally consulted by the Local Authority where the child is a resident.

Identification of pupils with SEND

It is essential that any pupil who may have SEND is identified as early as possible, so that appropriate support can be put in place.

The school uses a variety of screening and assessment tools to identify pupils who may require additional support or intervention. School staff also closely monitor the progress and attainment of pupils to identify those who may not be achieving the expected levels within their general curriculum.

The school recognises the unique knowledge parents / carers have of their child and encourages them to share any concerns they may have over their child's progress or attainment.



The Graduated Approach

The SEND Code of Practice outlines that, when a potential Special Educational Need and/or Disability is identified, action needs to be taken to remove barriers to learning and put effective support in place. This should take the form of a four-part cycle – assess, plan, do review - which is referred to as the graduated approach.

Wave 1 – Universal Support

At the universal level all pupils will receive high quality teaching, adapted for individual needs. Details of these needs will be outlined in a pupil profile which is disseminated to all teaching staff, enabling them to make reasonable adjustments. These adjustments are the first step to responding to pupils with SEND. It is anticipated that the majority of pupils will make expected progress at the universal level.

Wave 2 – Targeted Support

Should a pupil not make the expected progress within the universal arrangements, it may be appropriate to considering providing additional support to remove or reduce any obstacles to their learning. This takes the form of:

- 1) Assessing the pupil's needs
- 2) Planning the most effective and appropriate support / intervention
- 3) Providing this support / intervention
- 4) Reviewing the impact of this support / intervention on the pupil's progress towards individual learning outcomes.

Such interventions will be planned and reviewed by our SENCos and delivered by a member of the SEND team in school. We currently provide the following:

	Prep School Offer	Senior School Offer
Literacy	- 1:1 reading and comprehension booster. - Phonics booster - Spelling booster - Independent writing booster	- 1:1 reading and comprehension booster - Inference booster - Spelling, punctuation and grammar (SPaG) booster
Numeracy	- Times table booster - Mental maths booster - Power of 1 and Plus 2 - KS1 and KS2 skills booster	- KS2 skills catchup, including times table booster - KS3 skills booster
SEMH	- Talkabout for Children - Pastoral check-ins - Emotional regulation - Social skills	- Talkabout for Children / Talkabout for Teenagers - Pastoral check-ins
Other	- Sensory circuits - Touch typing - Handwriting - Fine motor skills - Listening skills and memory skills	- Touch typing - Fine motor skills - Revision / study skills

Wave 3 – Specialist Support

In some cases, it may be necessary to seek specialist advice and regular long-term support from external specialist professionals. This may include referral to an Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist (OT), the Child and Adolescent Mental Health Service (CAMHS), or Specific Learning Difficulties Specialist Teachers.

These agencies may act in an advisory capacity, work directly with a child to complete an intervention program, or provide additional specialist assessment.

The cost of specialist assessments and additional testing is normally borne by parents / carers, although it is helpful if they work in partnership with the school to arrange any external observations or assessments.

Wave 4 – Education, Health and Care Plan

In a very limited number of instances, the support given by staff teaching staff and external specialists is not enough to enable a child to make progress. Consultation with the Headteacher, SENDCo, parents and any outside professionals already involved with the child, will then take place to consider whether a Local Education Authority (LEA) assessment for an Education, Health and Care Plan (EHCP) is appropriate.

Partnership within and beyond the school

Links with teaching staff – sharing information and staff development

All staff at Argyle House School work closely together to identify, plan for and meet the needs of every pupil. SEND information, including profile profiles, can be accessed by all members of staff through a shared drive, and our SENCos provide updates through weekly bulletins and by contributing to staff meetings where appropriate.

Staff are encouraged to seek advice from our SENCos to help acquire the skills needed to work with pupils with SEND, share good practice and, if necessary, attend relevant courses. The school's INSET and staff professional development needs are regularly considered. These are met in house where possible, or through the support of external advisory services.

Links with external agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

If the school considers that assessments with external agencies may be required, parents will be consulted. This could include referrals to:

- Educational Psychologists
- Speech and Language Therapists
- Hearing and Visual Impairment Services
- Autism Outreach
- Child and Adult Mental Health Services (CAMHS) / Children and Young People's Service (CYPS)
- Clinical / Educational Psychologists

The cost of any external assessment must be fully met by parents.

Partnership with parents

Argyle House School believes in developing a strong partnership with parents that will enable children and young people with SEND to achieve their full potential. Parental and pupil voice are important in building a full profile of each child. All parents / carers of children with special educational needs will be given the opportunity to play an active and valued role in their child's education, while children and young people with SEND will be encouraged to provide an insight into their difficulties, and the type of support that they would like.

We will consult with parents / carers prior to starting any in-school interventions and will seek permission before involving any external agencies.

Funding and Resources

Argyle House School will support children with SEND as much as possible within the constraints of the school's existing facilities and educational budget, and will explore ways of making specialist equipment, resources or software available if needed. Parents may be asked to contribute to the cost of this.

For children requiring 1:1 support and/or with complex SEND, their place at the school is dependent upon the school being able to meet the child's needs, using the criteria outlined in the admissions section of this document.



ARGYLE
HOUSE
SCHOOL
SUNDERLAND



It may be decided that:

- Parents will be required to contribute towards or meet the cost of providing 1:1 support
- Parents will be required to engage with the school SENDCos regarding the advice and/or involvement of a specialist, to ensure that the child's needs are assessed to inform the provision at school and next steps.

or

- The school is not / 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).
-

Examination Access Arrangements

For external examinations, our SENCos work closely with teaching staff and the Exams Officer to ensure that the correct access arrangements are in place for pupils.

Access arrangements must be applied for through the Joint Council of Qualifications (JCQ). It is JCQ who make the final decision on whether access arrangements are permitted, and who determine the eligibility criteria for each arrangement.

At Argyle House School, pupils will sit a series of online screening tests in Year 9 to help identify those who may qualify for access arrangements. As per JCQ regulations, evidence must also be collected from subject teachers to establish that an access arrangement is necessary and reflects the pupil's usual way of working in lessons.

For some access arrangements, it is necessary for a pupil to be formally assessed by an external assessor to qualify for an arrangement. The cost of this will be paid by the parent.

(0191) 5100726 | 19 & 20 Thornhill Park, Sunderland SR2 7LA
Email: info@argylehouseschool.co.uk | www.argylehouseschool.co.uk

 [argylehouse](https://www.facebook.com/argylehouse)  [argyle1884](https://twitter.com/argyle1884)



Appendix A – Roles and Responsibilities

The role and responsibilities of the Senior Management Team:

- Allocating and monitoring appropriate resources for SEND and EHCP funding.
- Maintaining and updating policies and development plans.
- Identifying and facilitating continuous professional development for teaching and support staff.
- Monitoring teachers' planning and reporting, and pupil outcomes and achievement.

The role of the SENCos:

- Overseeing the day-to-day operation of the school's SEND policy.
- Advising on the graduated approach to providing SEND support.
- Coordinating the provision of pupils with SEND.
- Monitoring and tracking the progress of pupils with SEND.
- Maintaining and updating the records of pupils with SEND.
- Advising on the deployment of the school's budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils on the SEND register.
- Completing and contributing to relevant assessments for the purpose of identification of pupils' needs, and to inform further action with regards to support.
- Liaising with external agencies.
- Working with the Headteacher and Senior Management Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Organising and attending annual reviews for pupils holding an Education, Health and Care Plan (EHCP).



ARGYLE
HOUSE
SCHOOL
SUNDERLAND



The role of the class teacher:

The current Code of Practice acknowledges the importance of the class teacher in provision for pupils with SEND, recognising that “every teacher is a teacher of special educational needs.” As such, all teachers must:

- Be aware of and robustly follow the school’s procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Be aware of the pupils with SEND in their classes and regularly refer to the SEND information contained on pupil profiles to keep fully informed of pupils’ needs and the recommendations for their support.
- Collaborate with the SENCos to match classroom provision to the specific needs of the child.
- Monitor the progress and outcomes of all pupils in their classes and report any concerns directly to the SENCos.
- Identify and undertake appropriate continued professional development with regard to SEND.

(0191) 5100726 | 19 & 20 Thornhill Park, Sunderland SR2 7LA
Email: info@argylehouseschool.co.uk | www.argylehouseschool.co.uk

 argylehouse  argyle1884

