



SEND Policy

Special Educational Needs and Disabilities

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This Policy has regard to:

- **Admissions Policy**
- **Accessibility Plan**
- **Anti-bullying Policy**
- **Behaviour Policy**
- **Child Protection & Safeguarding Policy**
- **Complaints Policy (including pupil complaints)**
- **Curriculum Policy**
- **EAL (English as an Additional Language) policy**
- **Equal Opportunities and Diversity Policy**
- **Staff Handbook and Code of Conduct (including whistle blowing policy and grievance procedure)**

This policy has been written to reflect Aldro's provision in the context of the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code of Practice 2015), as well as the Equality Act 2010.

Introduction and Aims

This document provides information about support at Aldro in the broadest sense. It lays out the provision available to pupils with learning difficulties and Special Educational Needs and Disability (SEND).

Aldro is an academically selective preparatory school and we welcome all pupils who can make the most of the opportunities that we offer and who can flourish in its caring environment. Treating every child as an individual is important to us and we welcome children with SEND, providing that the School, as a whole, feels it can reasonably give them the support that they require in the context of the School's overall aims and daily provision. In determining this, a pupil's present and future welfare is always central to any decision taken.

Pupils with Learning and/or SEND difficulties

Introduction

Aldro is committed to the equal treatment of all pupils, including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities;
- ensuring parents are informed when special educational provision is made for their child and are kept up-to-date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- The Education (Independent School Standards) Regulations 2014 (as amended)
- ISI Inspection Framework, September 2023 (last updated September 2024)
- ISI Inspection Handbook, September 2023 (last updated September 2024)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
- Equality Act 2010
- Children and Families Act 2014
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non statutory advice (May 2014)

The SEND Code of Practice 2015 and Equality Act 2010 make it clear that:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

At Aldro, we encourage a whole-school approach to supporting children with learning/SEND difficulties, where form tutors and subject teachers, as well as pastoral and learning support staff, work together to provide support, encouragement and understanding of every aspect of a pupil's school life.

We aim to enable all children to participate in the life and work of the school and together with parents, we aspire to provide the education that will help them to achieve to the best of their abilities. Our aims include:

- To identify, at the earliest opportunity, any pupil with learning/SEND difficulties.
- To gather and analyse information on identified pupils and decide on appropriate support.
- To provide appropriate materials and resources, dedicated support and suitable advice to pupils with learning/SEND difficulties.
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning and behaviour of those with learning/SEND difficulties.
- To ensure there is support for teachers to meet the learning needs of all pupils in the classroom.
- To work closely with the (PCT) Pastoral Care Team to provide necessary support for all pupils with learning/SEND difficulties, so that they may develop confidence in all areas and build a strong sense of self-esteem.
- To ensure that pupils' records include information relating to their individual needs together with interventions that have been suggested and their outcomes.
- To conduct regular reviews of children's progress.
- To liaise with external agencies and implement their recommendations where appropriate.
- To maintain close links with parents/guardians regarding their child.
- To include the pupils themselves in decision-making about the type of intervention and the targets to be included in their Individual with learning/SEND difficulties receive the appropriate support at transition stages either when they join or leave the school.

The Headmaster has responsibility for the day-to-day management of all aspects of the school including provision for children with special educational needs. These responsibilities are met in close collaboration with the Assistant Head (Curriculum), Assistant Head (Pastoral), Head of Juniors and Head of Learning Support.

The Head of Learning Support works with the EAL Coordinator to oversee the provision, assessment and tracking of all pupils with additional needs - including English as an Additional Language (EAL). The Department comprises fully qualified full and part-time teachers who work as part of the Learning Support Department. EAL provision is detailed further in a separate, standalone policy.

Entry to the School

Any pupil, including those with learning/SEND difficulties, wishing to come to Aldro will need to complete the admissions process, as outlined in the Admissions Policy.

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require, cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability. If a pupil has already been assessed and diagnosed with a specific learning difficulty/SEND, we ask parents to share with us any professional reports that support this e.g.: Educational Psychologist, Occupational Therapist, other medical professionals, Behavioural Optometrist. We also advise them to discuss their child's requirements with us before participating in our admissions process so that we can make sure Aldro is the right environment for them to grow and thrive, and that it can make adequate provision for support if needed.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

Definition of SEND

A child or young person is considered to have Special Educational Needs (SEN) when they have a learning difficulty or disability that requires special educational provision to be made for them. This definition is drawn from the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015).

A child of compulsory school age or a young person is regarded as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is that which is additional to, or different from, the educational provision made generally for others of the same age.

The expression '*learning difficulty*' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing. Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the EAL Policy.

The School takes very seriously the requirements contained in the Revised SEND Code of Practice 2015.

At Aldro, the Code's main principles are applied in the following way:

Pupils with learning/SEND difficulties should be permitted the broadest access to a balanced education. The needs of the majority of pupils with learning/SEND difficulties will be met within the mainstream setting, without statutory assessment or Education, Health and Care plans (EHC). These pupils will be educated alongside their peers.

The School's definition of SEND states that a pupil has SEND if he/she has a learning difficulty or physical disability which requires provision to be made beyond that which is available to all and/or a medical diagnosis.

The majority of pupils on the Aldro Learning Support Register have mild learning/SEND difficulties.

The Learning Support Register

The Learning Support Register records information on all pupils with SEND and/or pupils receiving 1:1 support in the Learning Support Department.

Roles and Responsibilities

- A member of the Governing Body has specific responsibility for overseeing the provision of learning support within the School.
- The Headmaster is responsible for overseeing the provision of learning support for those children identified with learning/SEND difficulties.
- The Head of Learning Support reports to the Assistant Head (Curriculum).
- The Coordinator of EAL reports to the Head of Learning Support.
- The School Nurse has responsibility for pupils with medical problems.
- The Assistant Head (Pastoral) has responsibility for pupils with behavioural/pastoral difficulties.

The **Head of Learning Support's** responsibilities include:

- Supporting every child to achieve their potential and optimise their self-esteem and resilience.
- Overseeing the day-to-day operation of the School's Learning Support Policy.
- Developing, monitoring and evaluating the Learning Support Policy.
- Co-ordinating the provision for pupils with learning/SEND difficulties.
- Ensuring staff are kept informed of pupils with learning/SEND difficulties.
- Advising staff on supporting pupils with learning/SEND difficulties.
- Liaising with the Assistant Head (Curriculum)/Assistant Head (Pastoral)/School Nurse/Headmaster on SEND issues.
- Developing and maintaining a programme of identification, assessment, tracking and monitoring of pupils with learning/SEND difficulties.
- Managing the Learning Support budget and ensuring resources are available to support the whole school Learning Support Policy.
- Managing the work of teachers within the Learning Support department.
- Identifying areas for staff training and arranging for external trainers to visit the School or contributing to the in-service training of staff.
- Overseeing and maintaining central records for all children with learning/SEND difficulties.
- Liaising with parents of children on the Learning Support Register and ensuring parental insights are considered by the school to support their child's SEND and disability.
- Liaising with the Learning Support Departments of Senior Schools.
- Liaising with external agencies including educational psychologists, speech and language therapists and occupational therapists (where appropriate).

Teachers and Teaching Assistants' responsibilities include:

- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality and adapted teaching is the first step in responding to pupils who have or may have SEN.
- Raising concerns about a pupil's learning difficulties and working with the Head of Learning Support to assess and support the pupil.
- Liaising with the Head of Learning Support, Learning Support teachers, parents and pupils, as to the most effective means of adapting for individual need.
- Working with the Head of Learning Support to consider all the information gathered from within the school about the pupil's progress when deciding if special educational provision is necessary.
- Referring to key points from Educational Psychologist and other professional reports and implementing those recommendations in the classroom and broader school life where appropriate.
- Liaising with parents of pupils with learning/SEND difficulties in conjunction with the Head of Learning Support to ensure transparency.

Learning Support Department Teacher responsibilities include:

- Supporting teachers in implementing a whole-school approach to meeting the individual needs of pupils with learning difficulties and/or SEND, ensuring provision is consistent, inclusive, and aligned with statutory guidance.
- Providing targeted 1:1 teaching and intervention for pupils who have been identified as requiring support beyond the provision ordinarily available within the classroom.
- Assisting class teachers and the SENCo in the identification of need
- Devising effective teaching plans (Individual Education Plans) tailored to the needs of the individual child.
- Developing a variety of learning strategies appropriate to the individual pupil's strengths and needs.
- Assessing, recording and evaluating regularly pupils' progress.
- Liaising with parents together with the Head of Learning Support.

Identification of SEND

The SEND Code of Practice 2015 identifies the following four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

These four broad areas of need provide an initial framework for identifying SEND and should inform, but not limit, the assessment process. Each child or young person must be considered on an individual basis, recognising that their needs may not fit neatly within a single category and may span across multiple areas. At Aldro, we recognise that early identification coupled with effective provision gives the best long-term outcomes for pupils. Aldro identifies SEND by:

1. Analysing the pre-entry assessment papers completed by pupils.
2. Liaising with feeder schools and parents of new pupils.
3. Analysing the annual computerised testing results (CAT 4, PTE, PTM).
4. Working with subject teachers when they flag concerns and work with them to help the pupil close the attainment gap with their peers.
5. Working with the Pastoral Care Team (PCT) if form tutors flag social, emotional or mental health concerns.
6. Listening to and working with parents who raise concerns.
7. Tracking pupils through the school-wide tracking systems.

8. Listening to the concerns of pupils themselves.
9. Working with Staff on more generalised concerns.

If further assessment is required, the Head of Learning Support will work with parents to arrange. This cost of this is incurred by the parents.

A Graduated Response to Intervention

The school follows a clear graduated response to SEND, ensuring that support becomes increasingly targeted and personalised as a pupil's needs are better understood. Teachers begin with high-quality, inclusive and adaptive classroom teaching and universal strategies designed to remove barriers to learning. Where concerns persist, staff implement carefully planned interventions, drawing on assessments, observations and pupil voice to refine provision. At Aldro, we offer a progression of levels of intervention:

1. In most cases, a pupil's needs can be met by quality teaching targeted at the pupil's area of need through an appropriately adapted curriculum. This is the first response offered to support a pupil.
2. The School's curriculum, plan and schemes of work take account of the needs of all pupils, including those with SEN and disabilities. The School reviews regularly pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).
3. Where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed, such as in-class support.
4. If in some cases a pupil fails to make expected progress with an adapted curriculum, then the subject teacher with the support of the Head of Learning Support, will begin to assess whether the pupil has learning/SEND difficulties. At this point small group intervention such as Maths Club is offered to help pupils catch up with their peers, possibly in conjunction with individual lessons (see below). Parents and the pupil are consulted at this point.
5. For some pupils, individual learning support lessons are appropriate either once or twice per week to provide support for their specific learning difficulty. These sessions operate on a rolling timetable so that pupils miss a different lesson each week, ensuring that support does not consistently impact the same subject. Teachers monitor pupils' timetables so that pupils do not miss, where possible, more than two lessons of the same subject within a half term. Learning Support teachers also aim to avoid scheduling sessions during break times, assemblies and chapel, as these are considered important elements of the school day.

If a pupil continues to experience difficulty, the Head of Learning Support coordinates a more detailed cycle of 'assess-plan-do-review', involving parents and relevant specialists. For example, if a pupil continues to struggle despite high-quality teaching and initial interventions, the Head of Learning Support gathers further assessment information, meets with parents and consults relevant specialists. A targeted support plan is then agreed, implemented through 1:1 or classroom strategies, and reviewed after an agreed period to evaluate progress and determine next steps. This staged approach ensures that decisions are evidence-based, responsive and proportionate, enabling pupils to receive the right level of support at the right time.

Assess

All pupils are assessed and monitored through school-wide assessments (CAT 4, PTE and PTM) as well as assessments which take place within the Learning Support department for those pupils who are receiving 1:1 lessons.

Regular liaison between the Assistant Head (Curriculum), Assistant Head (Pastoral), Head of Juniors and the Head of Learning Support allows for pupils who are not making expected progress to be identified and the resulting

action decided. Possible actions include:

- Communication with teachers for feedback.
- Communication with teachers asking them to monitor pupil closely.
- Communication with the PCT (Pastoral Care Team) for support.
- Request for teachers to put in place further adaptations in class, to address a particular need.
- Request for targeted short term “one-off” help in a particular subject.
- Participation in small group support, such as Maths Club or Nessy Literacy intervention.
- 1:1 support (academic or pastoral).
- Internal assessment by Head of Learning Support.
- Further assessment involving external agencies.

Plan

For the majority of pupils, the Head of Learning Support works with subject and class teachers to plan the best way to support the pupil within the context of the classroom. Where it is decided to provide SEN support, the teacher and the Head of Learning Support will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the School's information system.

Meeting the needs of a pupil through high quality, adapted teaching is the responsibility of the subject teacher. Details of a pupil's specific needs are outlined in the Classroom Considerations document available to all staff from their desktop. This is regularly updated and made available on Teams. The Head of Learning Support will support teachers in this where appropriate and necessary. The Learning Support department are currently in the process of updating individual pupil profiles for SEND pupils.

Where individual lessons are required, the specialist teacher takes responsibility for assessing, planning, delivering and monitoring appropriate intervention. Individual Education Plans (IEP) will be drawn up in September and February detailing the programme of work to be followed. When devising an IEP, it is important to ensure that pupils are aware of and agree with the targets set for them, and experience success through their own efforts in meeting these targets.

An IEP will include the following information: the short-term targets set for the pupil and the teaching strategies, the achievement criteria for each target and when the plan is to be reviewed. Although each IEP is formally reviewed twice in the academic year (February and June), in practice, they are kept under review at all times and may be adjusted according to need. Parents and teachers are consulted and kept informed of their child's progress through updated IEPs, which are emailed to them.

Do

Setting and Adapted curriculum

Pupils may be taught in different learning groups for English, Maths, French and Science. Groups are organised to ensure that pupils receive the level of support and challenge that best meets their needs. Class sizes are organised flexibly to ensure pupils receive the level of support that best suits them. This approach helps ensure that each pupil can engage with learning at a pace and level that supports their progress.

Small group support

There are various types of small group support at Aldro, depending on need, each term. These include maths skills, literacy skills and social skills. For example, Maths Club, Nessy Literacy intervention and ELSA (Emotional Literacy Support Assistant). Pupils attend these small group sessions and attendance is reviewed on a termly basis.

1:1 support

1:1 support is suggested when classroom and small group interventions have not had the desired effect, whether for academic or self-esteem reasons. These are timetabled with one of the Support Teachers in school and incur

an additional cost.

Teachers will work closely with the Head of Learning Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.

Review

We are monitoring the effectiveness of the provision and pupil progress at:

School-wide level:

All pupils are monitored through school-wide effort and attainment grades. These are reviewed twice termly by the Assistant Head (Curriculum), Head of Juniors and Head of Learning Support. Appropriate interventions are identified and responsibility is assigned depending on area of need.

Individual level:

Subject teachers are responsible for assessment of the progress of all pupils in their subject and they should identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

If a subject teacher has concerns about academic progress of any pupil, they will raise their concern with the pupil's form tutor and Head of Learning Support.

Form Tutors are responsible for a pupil's progress pastorally and are responsible for assessment of a pupil's progress in areas other than attainment, e.g. in their wider development or social needs.

The pupil's individual learning support teacher is responsible for assessing progress in learning support lessons. Standardised tests are applied twice a year to measure progress explicitly. These are stored centrally on Teams and reviewed by the Head of Learning Support.

Staff meetings:

Weekly staff meetings provide opportunity for members of staff to raise concerns and cross-discipline discussions to take place.

Learning Support/EAL meetings:

Weekly Learning Support/EAL meetings provide opportunity to discuss any issues arising that week with regards to individual pupils. It also allows reflection to take place on processes and provision to ensure that they are working efficiently and effectively.

1:1 Meetings:

1:1 meetings between the Head of Learning Support and teachers or any other member of staff provide further opportunities to gather information on the progress of any pupil. The Head of Learning Support is in constant contact with all members of the Aldro Staff, gathering information, providing immediate feedback to issues and discussing concerns and possible solutions.

1:1 meetings with parents and the pupils themselves also happen where necessary to discuss progress.

Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. To policies, criteria and practices (i.e. the way the School does things); and
2. By providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information, and working with the School, if appropriate, to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded

by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the Head of Learning Support. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of Academic Tracking and an Individual Education Plan (IEP) for SEND children who receive 1:1 Learning Support. IEP's are drawn up in consultation with the pupil's form/subject teacher, the Head of Learning Support, the pupil and their parents and kept on the School's information system. The Individual Education Plan contains key information such as:

- Progress and attainment level
- Outcome sought.
- Teaching strategies.
- The additional or different provision of support in place.
- Involvement of any (external) specialists or professionals.
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Individual Education Plan was drawn up and date for review.

The Individual Education Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Learning Support. The pupil (subject to their age and understanding), together with their parents and teachers, review the IEP regularly and the child is encouraged to be part of this review process.

Bullying and behavioural concerns

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught, through the curriculum, PSHE and the pastoral programme, the importance of respecting each other and behaving with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's

- disability without further exploration.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate. The School's Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Specialist intervention

Aldro is able to provide contact information for a range of specialist services including:

- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Specialist Teachers/Assessors
- Child and Adolescent Mental Health Services (CAMHS)
- School Counsellor

It is the responsibility of parents to engage specialist services such as those listed above and to cover all costs relating to the assessment, consultation, report and therapy.

All Specialist Teachers working in the Learning Support Department at Aldro are trained and qualified to work with pupils with SEND/Learning difficulties.

Exam Concessions

Senior Schools now insist that Preparatory Schools follow the Joint Council for Qualifications (JCQ) guidelines for Access Arrangements in public exams at Common Entrance. In accordance with this, Aldro will allow a pupil in Form 7 and 8 exam concessions where a pupil has a recommendation in an Educational Psychologist report and where he/she meets the required criteria as set out by JCQ. Aldro is required to request permission for a pupil to use a concession at Common Entrance directly from their chosen senior school. This will involve the sharing of reports with that senior school to validate the requested concession.

Younger pupils exam concessions are considered on the basis of individual need and their use monitored, to help gain an evidence base for future JCQ applications as to their normal pattern of working.

General

Staff development

The School is committed to ensuring that all teachers are confident and skilled in meeting the needs of pupils with Learning Difficulties, SEND and EAL. Staff are supported through a coordinated programme of professional learning, information sharing and collaborative practice, including:

- **Clear, timely information on individual pupils**, shared through Learning Support, enabling teachers to plan effectively, make appropriate adaptations, and implement recommended strategies.
- **Regular professional learning opportunities**, including a designated Learning Support slot at weekly Staff Meetings and INSET day used to share updates, explore best practice and strengthen staff confidence in supporting diverse learners.

- **In-class observations and feedback**, carried out by the Head of Learning Support to support teachers in understanding pupils' needs, identifying barriers to learning and refining classroom practice. Feedback is shared with form teachers, subject teachers and the Director of Curriculum as appropriate.
- **Individual Education Plans (IEPs)** for pupils receiving targeted support. Teachers are expected to read, understand and implement the strategies and recommendations relevant to their subject. area, ensuring a consistent and coordinated approach across the curriculum.

This approach ensures that staff are equipped with the knowledge, skills and resources needed to deliver high quality, inclusive teaching for all pupils.

Working with Parents

Aldro actively encourages the involvement of parents in their child's education. Parents are able to contact staff within the department via email or in-person meetings by arrangement. In addition, teachers of Learning Support comment formally, once a year, on a pupil's end of year report.

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENCO with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Pupil Participation

Teachers in the department ensure that they are fully aware of their pupils' learning profile and involve their pupils in drawing up targets.

Charging Policy

Individual lessons in the Learning Support Department, including EAL and extra French, are charged as extras. Details of the current cost per term are available on the School's website.