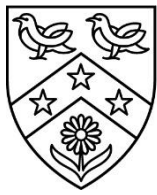


CHELTENHAM
LADIES'
COLLEGE

LEARNING SUPPORT (SEND) POLICY

2025-26



LEARNING SUPPORT (SEND) POLICY

INTRODUCTION AND PURPOSE

Cheltenham Ladies' College is committed to providing an education in which every pupil – including those with special educational needs or disabilities (SEND) – can thrive, achieve, and flourish as confident, capable individuals.

Diversity enriches our community and strengthens our shared experience. Through high-quality teaching, targeted support, and a nurturing environment, we ensure that all pupils, including those with SEND, can access all aspects of College life and develop the skills to become independent, resilient learners.

The SEND department reflects College's values: to promote mutual respect, integrity, courage, and the productive exchange of ideas, and to nurture intellectual curiosity, creativity, confidence, and an enduring sense of belonging. These principles guide our provision and underpin our commitment to inclusion, equity, and excellence for every pupil.

AIMS AND OBJECTIVES

The aims and objectives of this policy are as follows:

- Identify pupils with SEND at the earliest possible stage through careful observation, assessment, and collaboration with staff, parents, and external professionals.
- Provide effective, evidence-based interventions that are tailored to individual learning profiles, enabling pupils to make sustained progress academically, socially, and emotionally.
- Remove barriers to learning and participation by ensuring that teaching, resources, and assessment methods are inclusive and accessible to all pupils.
- Ensure that pupils with SEND achieve high standards of attainment, develop confidence and self-esteem, and experience positive wellbeing throughout their College life.
- Involve parents and carers as active partners in planning, implementing, and reviewing support for their children, recognising the importance of their insight and collaboration.
- Engage pupils themselves in decisions that affect their learning, promoting self-awareness, reflection, and ownership of their progress.
- Foster independence and self-advocacy skills so that pupils are empowered to understand their own needs and to become confident, resilient learners.
- Ensure staff are equipped with the knowledge, understanding, and professional development necessary to support pupils with SEND effectively, and to share good practice across College.
- Maintain close links with external agencies and specialist services to enhance the quality of provision and ensure a coordinated approach to supporting pupils' needs.

- Promote College's culture that values diversity, promotes equality of opportunity, and supports the wellbeing and inclusion of every pupil.

REGULATORY FRAMEWORK

This policy has been prepared to meet College's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- Education and Skills Act 2008;
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
- Equality Act 2010; and
- Children and Families Act 2014.

This policy has regard to the following guidance and advice:

- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, April 2015) (Code of Practice);
- Keeping children safe in education (DfE, September 2025);
- Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018).

The following College policies, procedures and resource materials are relevant to this policy:

- Admissions Policy
- Assessment Policy
- Behaviour, Discipline and Rewards Policy
- Curriculum Policy
- Equal Opportunities Policy
- Inclusion and Access Policy
- Learning Support Department Development Plan
- Mental Health Policy
- Multilingual Learners Policy
- Safeguarding and Child Protection Policy
- Wellbeing PSHE and Personal Development Policy

DEFINITION of SEND

Pupils have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil is considered to have 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 the educational facilities of a kind generally provided for pupils of the same age.

A pupil must not be regarded as having a learning difficulty solely because the language, or form of language, in which they are or will be taught is different from the language or form of language which is or has been spoken at home. However, pupils for whom English is an Additional Language (EAL) will be provided with appropriate support in line with College's Multilingual Learners Policy.

A pupil who finds a particular subject difficult does not necessarily have a learning difficulty in the

legal sense of that term; there will always be natural variation in the pace and style of learning, problem-solving ability, and aptitude among pupils.

The term learning difficulty or disability encompasses a broad range of needs and may include conditions such as dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder (ADHD), processing difficulties, and learning problems arising from social, emotional, or mental health difficulties. It may also include sensory impairments such as visual or hearing impairment, and neurodevelopmental conditions including autistic spectrum disorder (ASD).

Learning difficulties may affect pupils of all levels of intellectual ability, including those with high academic potential as well as those with lower levels of ability. In some cases, a pupil's learning difficulty may only become apparent later in their school career, for example at 11+ or older, when the academic and organisational demands of the curriculum increase.

The SEND Code of Practice (2015) identifies four broad areas of need which help Colleges to plan and provide appropriate support:

1. **Communication and Interaction**
Including speech, language and communication needs (SLCN) and conditions such as autism spectrum disorder (ASD), which can affect how pupils interact with others and communicate effectively.
2. **Cognition and Learning**
Where pupils learn at a slower pace than their peers, even with appropriate differentiation. This includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
3. **Social, Emotional and Mental Health (SEMH)**
Where pupils experience difficulties in managing emotions, behaviour, or mental health, which can affect their ability to learn. This also includes ADHD.
4. **Sensory and/or Physical Needs**
Including visual or hearing impairments, physical disabilities, or other conditions which may require specific adaptations or support to ensure full access to the curriculum.

These categories are not intended to define individual pupils, as needs may overlap across more than one area. College recognises that each pupil's profile of strengths and difficulties is unique, and provision will therefore be personalised and responsive to their individual needs.

ROLES AND RESPONSIBILITIES

Head of College

Holds overall responsibility for ensuring that College's provision for pupils with SEND meets statutory and regulatory requirements in line with the SEND Code of Practice (2015) and the Equality Act (2010). The Head provides strategic leadership to ensure that inclusion is embedded across College, that appropriate resources are allocated, and that SEND provision is regularly reviewed to secure the best possible outcomes for all pupils.

Head of Learning Support (SENCo)

The Head of Learning Support, also referred to as the Special Educational Needs Coordinator (SENCo), is responsible for the day-to-day management of SEND provision within College. This includes:

- overseeing the implementation of College's SEND policy and procedures;
- coordinating the identification, assessment, and review of pupils with SEND through the Graduated Approach (Assess, Plan, Do, Review);
- maintaining the SEND Register and ensuring accurate, up-to-date records of pupils' needs and provision;
- liaising closely with parents, carers, teachers, tutors, pastoral staff, and external professionals to ensure effective communication and a coordinated approach to support;
- advising and supporting colleagues on inclusive teaching strategies and classroom differentiation;
- providing or arranging ongoing professional development and training for staff to ensure high-quality teaching and support for pupils with SEND; and
- monitoring the impact and effectiveness of interventions and adjustments across College.

Teachers, tutors and pastoral staff

All teachers, tutors and pastoral staff are teachers of pupils with SEND and share responsibility for their progress and wellbeing. They are expected to:

- have a clear understanding of the needs of all pupils in their care, including those with SEND;
- identify potential barriers to learning and raise concerns promptly with the Learning Support Department;
- contribute to the Graduated Approach by implementing, monitoring, and reviewing appropriate strategies and interventions;
- differentiate teaching, learning tasks, and assessment methods to meet individual needs;
- maintain high expectations for all pupils, promoting both academic and personal development; and
- work in partnership with parents, the SENCo, and external specialists to ensure continuity and effectiveness of support.

Parents/Guardians

Parents and guardians are recognised as essential partners in supporting pupils with SEND. College values their insight and collaboration in identifying needs, shaping provision, and reviewing progress. Parents are encouraged to:

- share relevant background information, reports, or observations that may assist in understanding their child's needs;
- engage actively in discussions and meetings about their child's learning and development;
- reinforce strategies and approaches at home to complement College-based support; and
- maintain open communication with teaching and support staff to promote consistency and mutual understanding.

Pupils

Pupils are encouraged, wherever appropriate, to take an active role in their own learning and development. College aims to help pupils with SEND to:

- understand their own learning profiles, including their strengths, challenges, and preferred strategies;
- express their views about the support they receive and the ways they learn best;
- participate in setting personal learning goals and reviewing their progress; and

- develop independence, resilience, and self-advocacy skills to prepare them for future education and adult life.

IDENTIFICATION, ASSESSMENT AND PROVISION

College's approach to the identification and management of pupils with SEND is guided by the SEND Code of Practice.

College is committed to the early identification of need, timely and effective intervention, and regular monitoring to ensure that every pupil receives appropriate support to achieve their potential.

The process follows the Graduated Approach — Assess, Plan, Do, Review — providing a structured framework for identifying, supporting, and reviewing pupils with SEND.

College works closely with parents and carers throughout this process to ensure transparency, shared understanding, and consistent support.

Assess

Identification of need begins with thorough assessment. A pupil's need may be identified through one or more of the following:

- information shared by parents or a previous school upon entry;
- admission screening, baseline testing, or diagnostic assessments;
- ongoing teacher observations and progress monitoring;
- feedback from subject teachers, pastoral staff, parents, or the pupil themselves; and
- reports or assessments from external professionals such as Educational Psychologists, Speech and Language Therapists, or medical practitioners.

When concerns arise, the Learning Support Department collects relevant information, observes the pupil, and consults with staff and parents. Each pupil's profile is considered holistically, taking into account academic, emotional, and social factors.

If additional needs are confirmed, the pupil will be added to the SEND Register, and an individualised plan (Pupil Passport) will be created. These documents outline the pupil's strengths, challenges, strategies for support, and key targets for progress.

Plan

Once a need has been identified, College analyses the impact of the identified barriers to learning and determines appropriate ways to meet those needs.

- The level of need is reviewed by the Head of Learning Support, in consultation with relevant staff, to ensure that the provision proposed is appropriate, proportionate, and sustainable.
- Where it is deemed reasonable to provide SEND support, College notifies parents of the agreed adjustments and interventions.
- Parents are encouraged to reinforce learning at home, supporting consistency between home and College.
- Planning draws upon a range of evidence, including baseline data, academic reports, feedback from staff, specialist or medical reports, and information shared during parents' meetings.
- Pupils are involved, where appropriate, in agreeing the adjustments and support in place to ensure that provision reflects their views and preferences. Where a reasonable adjustment is agreed, College will meet any associated costs.

- Where a requested adjustment is deemed not reasonable, College is not obliged to provide it and may consider other means to support.

All staff working with the pupil are informed of the agreed plan and their specific responsibilities for implementing it in lessons and in boarding house.

Do

During implementation, teaching and support strategies identified in the plan are put into practice.

- High-quality teaching remains the first step in meeting pupils' needs. Subject teachers are responsible for differentiating instruction and applying the strategies detailed in each pupil's Pupil Passport.
- SMART targets are implemented and monitored by the Tutor, Head of Year, or Head of Division, supported by the Learning Support Department.
- Where appropriate, one-to-one specialist lessons or targeted small-group interventions may be provided. These sessions are structured and cumulative, consolidating key skills while promoting independence and confidence. Flexibility within lessons allows the teacher to respond to the pupil's immediate needs while aligning learning with College curriculum.
- Subject teachers work closely with Learning Support staff to ensure that one-to-one interventions reinforce classroom learning.
- Pupils are encouraged to engage actively in their interventions, reflect on progress, and understand the purpose of their support.
- Parents are kept informed and play a key role by supporting and reinforcing learning at home.
- Information about any charges for Learning Support lessons or additional interventions is set out clearly in College's Terms and Conditions and Schedule of Fees.

Review

The impact and effectiveness of any provision are evaluated at regular intervals by the Head of Learning Support who leads the review process.

- Reviews consider feedback from teachers, tutors, and Heads of Year or Division, alongside academic data, pupil feedback, and parental input.
- The frequency of review depends on the nature of the support: individual learning plans or tracking documents are reviewed according to the agreed timeline, and sustained progress is monitored closely.
- For pupils receiving one-to-one support, progress is reflected in Learning Support reports, which form part of the pupil's termly academic reporting cycle.
- Parents are encouraged to contact Learning Support staff, the Head of Learning Support, or the Assistant Head of Learning Support at any time to discuss their child's interventions. Formal parents' meetings are also held annually.
- Provision includes a clear exit strategy. Support may be reduced or withdrawn once sustained progress has been achieved or when it is deemed appropriate for the pupil to transition to the next stage of intervention.
- If a parent or pupil wishes to end support, the Head of Learning Support must be informed. The Head of Year or Head of Division will review the potential impact of withdrawal before confirming any changes.
- For pupils with Education, Health and Care (EHC) Plans, College convenes annual review meetings with the Local Authority and relevant professionals to review progress against agreed outcomes and to plan next steps.

COLLEGE'S SEND PROVISION AND INTERVENTIONS

The Learning Support Department plays a central role in supporting pupils with SEND and contributes to whole-College initiatives to promote inclusion. It provides targeted support for pupils who may benefit from specialist teaching or interventions, whether or not they have a formal SEND diagnosis.

Support is personalised to meet the individual needs of each pupil and is reviewed regularly to ensure that it is effective and responsive. Provision may include:

Specialist Teaching and Coaching

- One-to-one specialist teaching in literacy, numeracy, study skills, and executive function skills.
- Targeted interventions designed to promote social integration, participation, and collaborative learning.
- Support for the development of independent learning strategies and study habits.

Classroom Support and Differentiation

- Differentiated teaching strategies, resources, and learning materials within the classroom to remove barriers and promote access to the full curriculum.
- Subject-specific intervention groups to address particular areas of difficulty and consolidate learning.
- Use of assistive technology, adapted materials, or alternative formats to support learning and participation.

Examinations and Assessment

- Implementation of access arrangements for examinations and assessments, in line with regulations outlined by the exam board and evidence of need.
- Ongoing monitoring to ensure that accommodations continue to meet the pupil's requirements.

Pastoral, Social, and Emotional Support

- Emotional wellbeing support and social skills development, delivered in collaboration with pastoral staff.
- Advice and guidance for pupils, parents, teachers, and pastoral staff on strategies to support learning, behaviour, and engagement.

Collaboration with External Specialists

- Liaison with external professionals, such as Educational Psychologists, Speech and Language Therapists, or other specialist services, to enhance provision and provide additional expertise when required.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

The needs of the majority of pupils with SEND are met effectively through College's standard SEND provision. However, where a pupil has not made expected progress despite the support in place, the Head of Learning Support may recommend that parents request an Education, Health

and Care (EHC) Needs Assessment from the Local Authority. Parents are encouraged to consult with College before exercising this right. College will also consult with parents before initiating any action regarding EHC assessment.

If the Local Authority decides not to carry out an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). College does not have the right of appeal.

For prospective pupils with an existing EHC Plan, College will consult with parents and, where appropriate, the Local Authority to ensure that the provision specified in the Plan can be delivered effectively. Any additional services or resources required to meet the requirements of an EHC Plan may incur charges, either directly to parents or, where applicable, to the Local Authority if it is responsible for the fees and College is named in the Plan. In all other circumstances, charges may be made to parents, subject to College's obligations under the Equality Act 2010.

Where a pupil has an EHC Plan, College will comply with all statutory requirements. Annual reviews will be convened and led by the Head of Learning Support, in accordance with legal timescales. These reviews will involve the pupil, parents, relevant staff, and external professionals as required to ensure that the provision continues to meet the pupil's evolving needs. College will cooperate fully with the Local Authority to facilitate these reviews and ensure that the pupil's educational, health, and care needs are appropriately addressed.

ACCESSIBILITY AND REASONABLE ADJUSTMENTS

College is committed to ensuring accessibility for all pupils, including those with disabilities, in line with the Equality Act 2010. Reasonable adjustments are made to support inclusion, remove barriers to learning, and enable all pupils to participate fully in the curriculum, extra-curricular activities, and wider College life.

College's Accessibility Plan and the Learning Support Department Development Plan outline ongoing improvements in three key areas:

1. **Access to the Curriculum**
Pupils with SEND are expected to have full access to the curriculum. Lessons are delivered in mainstream classes, where tailored differentiation ensures that individual learning needs are met. Where appropriate, additional support is provided through one-to-one sessions or small-group interventions, targeted to a range of academic and personal needs. Extra-curricular activities are made accessible to all pupils and are considered a key avenue for self-expression, personal development, and social integration.
2. **Access to the Physical Environment**
College continually reviews and develops its physical environment to ensure that disabled pupils can access classrooms, facilities, and College services safely and independently. This includes adaptations to buildings, learning spaces, and communal areas to remove barriers to participation.
3. **Access to Information**
College is committed to improving the delivery of information to disabled pupils in formats that are accessible and appropriate to their needs. This includes providing materials in alternative formats, ensuring digital resources are accessible, and supporting pupils in accessing curriculum content effectively.

Through these measures, College aims to create an inclusive learning environment that promotes equality, supports pupil achievement, and enables every pupil to participate fully in all aspects of College life.

STAFF TRAINING AND DEVELOPMENT

College is committed to ensuring that all teaching and support staff have the knowledge, skills, and confidence to meet the needs of pupils with SEND. Staff training and development are key components in promoting inclusive practice and effective differentiation across the curriculum.

All staff receive regular guidance and training in SEND awareness, inclusive classroom strategies, and the implementation of this policy. The Learning Support Department provides ongoing support, resources, and professional development to strengthen staff competence in meeting diverse learning needs.

Training is provided:

- during staff induction and at regular intervals thereafter, ensuring that all staff understand their responsibilities under this policy;
- at a level and frequency appropriate to the role of each member of staff;
- through CPD activities, meetings, and other contexts arranged by the Learning Support Department to support teachers in implementing effective strategies for pupils with SEND.

Through regular and targeted professional development, College ensures that staff are equipped to deliver high-quality teaching and support that enables all pupils to achieve their full potential.

RECORD KEEPING

All records created in accordance with this policy are managed in accordance with College's policies that apply to the retention and destruction of records. The information created in connection with this policy may contain personal data. College's use of this personal data will be in accordance with data protection law. Further information can be found in College's Data Protection Policy.

ALTERNATIVE ARRANGEMENTS AND WITHDRAWAL

College reserves the right, following consultation with parents, to request or require the withdrawal of a pupil in circumstances where it is unable to meet the pupil's needs effectively. This may include, but is not limited to, situations where:

- the pupil requires a formal assessment, additional specialist teaching, learning support, or medication to which parents do not consent;
- parents have deliberately withheld information that prevents College from addressing the pupil's learning difficulty or disability appropriately;
- the pupil's learning difficulties or social, emotional, and mental health (SEMH) needs require a level of support or medication which, in the professional judgment of the Head of College, College is unable to provide, manage, or arrange; or
- the pupil has special educational needs that make it unlikely that she will benefit sufficiently from the educational provision and facilities provided by College.

College recognises that the needs of a pupil may change significantly as they progress through College. Where such changes occur, College will discuss concerns with parents and consider all relevant factors, including obligations under the Equality Act 2010, before reaching any decision regarding withdrawal.

In any circumstance where withdrawal is required, College will act reasonably to assist parents in

finding an alternative placement that can provide the necessary level of teaching and support. Withdrawal in these circumstances will not incur a charge for fees in lieu of notice, and any deposit paid in respect of the pupil will be credited to the account.

COMPLAINTS

College is committed to ensuring that all pupils receive high-quality provision and support for their SEND. Parents and carers are encouraged to raise any concerns regarding their child's SEND provision promptly so that issues can be addressed effectively.

Initial concerns should be raised with the Head of Learning Support, who will investigate the matter, provide clarification, and work collaboratively with parents, pupils, and relevant staff to resolve the issue. This may include reviewing a pupil's individual support plan, examining evidence of provision, or arranging meetings with teaching staff.

If a concern remains unresolved after discussion with the Head of Learning Support, parents may refer the matter to College's Complaints Policy, which sets out the formal procedures for raising and resolving complaints. College will ensure that all complaints are handled fairly, promptly, and transparently, with appropriate escalation where necessary.

At all stages, College seeks to maintain open communication, act in the best interests of the pupil, and ensure that concerns regarding SEND provision are addressed in a constructive and supportive manner.

PUBLICATION

Copies of the policy, and any associated documents, can be made available in alternative formats upon request, including large print or other accessible formats, to ensure that all members of College community are able to access the information.

College is committed to transparency and accessibility, ensuring that all stakeholders are informed of the procedures, responsibilities, and support available to pupils with SEND.