

# Gad's Hill School

## Inclusion Policy

POLICY UPDATED: March 2026  
NEXT POLICY REVIEW: March 2027  
REVIEW SCHEDULE: Annual  
STAFF RESPONSIBLE: Director of Inclusion  
GOVERNOR RESPONSIBLE: Chair of Education Committee

### Contents

1. Introduction
2. Compliance & Staffing
3. Mission, Values & Aims
4. Assessment & Referral
5. Provision Planning
6. Provision Delivery
7. Review
8. Educational Health Care Plan (EHCP)
9. Supporting Pupils with Medical Conditions/ Physical Disability
10. Accessibility
11. Appendix 1: Reasonable Classroom Adjustments

## 1. Introduction

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At Gad's Hill School we commit ourselves to follow and uphold: 'The Greatest of Expectations'. We take pride in aiming to ensure that all our pupils experience Ambition & Success, Community & Compassion; Growth & Support; Adventure & Opportunity; Confidence & Responsibility; Creativity & Expression.

At Gad's Hill School we see diversity as a strength and are committed to the equality of access to quality educational opportunities for all. We recognise that all pupils have individual and unique gifts, abilities, talents, needs, and experiences, and are committed to ensuring that every pupil has the support and challenge required to flourish and reach their full potential.

This policy outlines the procedures for the assessment, planning, delivery, and review of Inclusion Provision for pupils with Special Educational Needs or Disability (SEND); English as an Additional Language (EAL); Medical and Welfare; Most Able, Talented & Scholarship (MATS); or other significant factors impacting learning.

## 2. Compliance & Staffing

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### Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Sept 2014)/ The SEND (Amendment) Regulations 2024 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (Feb 2013).
- Statutory Guidance on Supporting Pupils with Medical Conditions (Apr 2014).
- Teacher's Standards (2012)
- Children and Families Act (2014)

**Related Policies:**

Equality Policy

Admission procedures

Safeguarding policy, including appendix J: Mental Health

Medical Treatments and First Aid policy

Early Years Foundation Stage policy

Curriculum policy

Assessment, Examination Procedures and Access Arrangements Policy

School Visits policy and procedures

Attendance Policy

**Staffing:**

The Director of Inclusion (SEND/CO) leads on Inclusion policy and practice across the whole school, with Teachers, Teaching Assistants, and Inclusion Assistants providing targeted interventions as part of a graduated approach to support the academic, personal, and social development of pupils. The School Nurse oversees the medical and welfare aspects of the school. The Director of Inclusion, School Nurse and Heads of School liaise closely to provide targeted support and, where necessary, make referrals to external agencies to meet the needs of all pupils.

The Assistant Head KS3/Achievement works across the school to ensure stretch and challenge in curriculum areas and further enhancement opportunities which, whilst targeting MATS pupils, are available for the development of all pupils.

### **3. Mission, Values & Aims**

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The Gad's Hill mission is to enable our pupils to enjoy school, to achieve good academic qualifications, and to develop those personal attributes and qualities, which will guide them on their journey through life.

The Inclusion Department at Gad's Hill focuses on realising the school's mission: ensuring that all pupils, including those with Special Educational Needs or Disability (SEND), English as an Additional Language (EAL), and students who are Most Able, Talented & Scholarship (MATS), and other significant factors impacting learning, such as those who have medical and/or welfare needs, and pupils who experience Emotional Based School Avoidance (EBSA), can achieve through a holistic approach, underpinned by our school values of Gratitude, Respect, Equality, Achievement, and Tenacity.

We aim to:

- Ensure that all Gad's pupils have opportunities to be confident, flourish, celebrate their talents and reach their individual potential.
- Ensure that all pupils can access a broad, balanced and challenging curriculum within an ethos of high expectations.
- Identify pupils' additional strengths and needs in an evidence-based, holistic and timely manner.
- Ensure all inclusion support is targeted and enables pupils to make accelerated progress, achieving age expected standards or higher.
- Liaise with, support, and provide staff with professional development and resources to ensure the curriculum and learning environment is accessible to and challenge all Gad's pupils.

The Gad's Hill PRAISE pedagogical approach is grounded in being: Pupil centred, Relationship invested, utilising Adaptive teaching, being Input explicit, and Scaffolding success, to Empower autonomy. Pupils of all ability levels receive Quality First Teaching, being supported and challenged through a rich curriculum with diverse enhancement opportunities, including those aimed specifically at MATS pupils.

At Gad's Hill we recognise that all pupils require different support and challenge to fully realise their potential. Through termly Assessment Meetings, alongside pupil, parent and staff referrals, needs priorities are identified and Targeted Provision is planned. Provision Maps are created by curriculum teachers to ensure that, where required, pupils receive targeted curriculum intervention by the class teacher to ensure good progress. Further targeted intervention is delivered by Inclusion staff to meet pupil needs; this can include support and interventions which run within or separate from the whole class environment and can be focused on small groups or 1:1. Where appropriate, additional Specialist 1:1 Provision is provided, and/or referrals are made to external Specialist Provision.

In line with NASEN (National Association of Special Educational Needs) best practice, the school follows a Graduated Approach to Inclusion Provision, through which decisions and actions are revisited, refined and revised, leading to a growing understanding of a pupil's needs and of what supports them in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assessment and Referral (See: Section 2)
- Provision Planning (See: Section 3)
- Provision Delivery (See: Section 4)
- Review (See: Section 5)

Treating every pupil as an individual is important to us and we welcome pupils with SEND, providing that teachers and the Inclusion Department can accommodate the level of support that they require. We do not, however, have the facilities to offer highly specialised or intensive provision.

It is an admission requirement that parents of prospective children with SEND discuss their child's requirements with us before they undergo any entrance assessments. This enables the School to ensure that adequate provision is implemented and to provide accurate advice on the levels of support we can and cannot offer (including, where relevant, costs involved). Parents must provide copies of any Educational Psychologist's report or other specialist medical or educational assessments, or Educational Health Care Plans. Information from previous education providers and external specialists will

then be considered in combination with the school's own assessments of need to inform provision; SEND provision is not automatically transferred/ granted based on external evidence in isolation.

### **Identifying Most Able, Talented & Scholarship:**

**More Able:** Refers to pupils who demonstrate, or have the ability to demonstrate, extremely high levels of academic ability compared to their peers.

**Able:** Refers to pupils who demonstrate, or have the ability to demonstrate, academic abilities which significantly exceed age-related expectations.

**Talented:** Refers to pupils who demonstrate, or have the ability to demonstrate, practical abilities which significantly exceed age-related expectations, or particular strengths in a narrower area of the academic curriculum.

**Scholars:** Refers to pupils who have been awarded scholarships either prior to joining or during their time at Gad's Hill in the following areas: Academic, Drama & Performing Arts, Art or Sports.

### **Identification Criteria:**

#### **Kindergarten**

##### *More Able*

- **K2 Only**- CATs Score SS125 or higher
- **K1-2:** NFER Score SS125 or higher in **all assessments:** Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)

##### *Able*

- **K2 Only**- CATs Score SS116 or higher
- **K1-2:** NFER Score SS116 or higher in **all assessments:** Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)

##### *Talented*

- **KR-K2:** Teacher Nominated in the following areas: Creative, Artistic, Practical, Physical, Social
- **K1-2:** NFER score SS125 or higher in **2 or more** assessment areas: Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)
- **K1-K2:** Reading age 1.5 years or more above chronological age attained in at least two STAR reader assessments.

#### **Junior**

##### *More Able*

- CATs Score SS125 or higher
- NFER Score SS125 or higher in **all assessments:** Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)

##### *Able*

- CATs Score SS116 or higher
- NFER Score SS116 or higher in **all assessments:** Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)

##### *Talented*

- NFER score SS125 or higher in **2 or more** assessment areas: Reading, Maths, Grammar and Punctuation and Spelling (Summer Assessment Cycle)

- Greater Depth achieved in **3 or more** non-core subjects: Science, Spanish Computing, Music, Art, DT, PE, Swimming, History, Geography and Religion and Worldviews (Summer Assessment Cycle)
- Teacher Nominated in the following areas: Creative, Artistic, Practical, Physical, Social

## Upper School

### *More Able*

- CATs Score SS125 or higher
- Grade 8-9 in **all core subjects**: English, Maths and Science (Summer Assessment Cycle)

### *Able*

- CATs Score SS116 or higher
- Grade 7-8 in **all core subjects**: English, Maths and Science (Summer Assessment Cycle)

### *Talented*

- Grade 8-9 in **3 or more** specific subject areas (Summer Assessment Cycle)
- Teacher Nominated in the following areas: Creative, Artistic, Practical, Physical, Social

### *Scholar*

- Scholarship awarded in the following area: Academic, Drama & Performing Arts, Art and Sports

***Note: For Upper Shell only, CATs scores and teacher nominations used for identification.***

## Identifying Special Educational Needs:

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ (Special Educational Needs and Disability (SEND) Code of Practice, 2014)

The four broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Further impacts upon learning, whilst not categorised as SEND, are also recognised by the school:

- Medically diagnosed condition
- English as an Additional Language (EAL)
- Being a looked-after/ previously looked after child
- Significant life/ family events, change, or trauma
- Pupils experiencing EBSA- Emotionally Based School Avoidance

Pupils with a formally diagnosed SEND need and/or requiring long term targeted/specialist provision will be listed on the SEND Register. Pupils who are EAL and those with an identified barrier to learning and/or those requiring reasonable classroom adjustments, individual targeted provision, or exam access arrangements will be listed on the SEND and EAL Monitor list. Both centralised documents specify the

pupil's specific needs, reasonable classroom adjustments, quality first teaching strategies, and, where relevant, exam access arrangements, so that a consistent approach can be taken across staff to support and stretch each pupil.

For Pupils experiencing EBSA, who can often be experiencing challenge in further of the listed areas, the school's pupil centred and relationship invested approach is key. At Gad's Hill we recognise pupils as individuals with unique profiles of relative strengths and difficulties; we work with pupils and families to identify and reduce push factors and build on pull factors which support pupils in both attending and thriving at school.

## **Referral Routes to Inclusion Provision**

At Gad's Hill School, we adopt broad and flexible identification and referral strategies to ensure a clear picture of a child's relative strengths and difficulties, enabling timely proactive provision so that all pupils thrive; these include:

- Information gathering, screening and observation as part of routine admissions procedures.
- As a result of routine screening, assessment, and tracking of all pupils' progress through data analysis; as an integral part of the school's cycle of planning, teaching, assessment and monitoring.
- Pupil self-referral through our 'open door' policy in the Inclusion Department.
- Teacher referral made to the Director of Inclusion, accompanied by relevant evidence, observations, and assessments to develop a picture of a pupil's relative strengths and difficulties.
- Parental request: Gad's Hill School has an open-door policy in which parental views are welcomed and valued. Parent consultation evenings, direct communications with staff, and meetings with the Inclusion Leader/ Head of School are all mechanisms by which parents can contribute to a picture of relative strengths and difficulties around a pupil and/or request further support.
- Externally commissioned Educational Psychologists', or other relevant medical specialists', assessment report recommendations.

## **Assessment and Screening**

Gad's Hill school provides a nurturing environment, with strong emphasis on pastoral care, wellbeing, and positive pupil-staff relationships. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils. Pupils complete Cognitive Ability Tests (CATs) in K2 and Upper Shell. These provide nationally standardised scores in: Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning, and Quantitative Reasoning. CATs add to the rounded profile of pupil ability and are used to support making informed decisions about pupils' progress.

The school follows a regular cycle of subject specific progress assessment each term, with staff analysing data on attainment and progress to inform the Inclusion Provision. Where a pupil requires provision beyond Quality First Teaching, Targeted Intervention will be agreed upon and entered onto the Provision Map, with clear targets, staff responsibility, and time frame. For those pupils identified as having needs priorities each half term, the Inclusion Department will deliver Targeted Intervention to address

those needs. Some pupils with more complex needs, or those not met by short term Targeted Intervention, will require Specialist Provision to ensure improved outcomes.

Fine-tuned assessments, such as standardised reading comprehension, literacy, and written output screeners, are used within routine practice across all ability levels alongside the CATs to identify if there is disparity between underlying ability and performance, to ensure that additional needs are identified, regardless of academic performance. These screeners are utilised as part of prospective pupil assessment days, to ensure that we are aware of and can meet additional needs of pupils of all academic abilities prior to a place being offered.

Where the school feels it necessary, additional screeners around processing, phonological processing, working memory, visual or auditory processing, reading comprehension and written output will be conducted. Observations of pupils by teachers and/or the Director of Inclusion may also occur to develop a picture of need. Parents/ carers will be informed if areas of need are identified through these processes, and, where relevant, what additional provision or exam access arrangements may be required.

Where the school feels it is necessary, the school will seek parental permission to conduct specialist screening, the findings of which would be discussed. Further external assessments, for example from a speech and language therapist or an educational psychologist, may be required to be commissioned by the parent/carer at the request of the school.

At Gad's Hill we adopt a comprehensive approach to identifying our MATS pupils which is appropriate to their age. We recognise that the identification process is ongoing as learning is not a linear process and learners progress at different rates. To cater for this complexity, a variety of sources for identification are used which include qualitative and quantitative methods. The MATS list, a confidential list to inform staff planning and teaching practices, will be collated and published during the Autumn term, using information gathered from:

- Summer Assessment Cycle Data
- Standardised Assessment Scores (CATs/NFER)
- Teacher Recommendation

To ensure information around all pupils' abilities and needs are shared, the school has centralised documents:

- SEND Register
- SEND & EAL Monitor List
- Medical & Welfare Monitor List
- Most Able, Talented & Scholarship Monitor List
- Access Arrangements List

Teaching staff review these documents regularly and the Inclusion Leader informs staff about key updates as part of a weekly Inclusion Update.

### **Assessment and referral for Reasonable Classroom Adjustments and Access Arrangements:**

The assessment practices of the school can also identify that the needs of a pupil can be best met through Reasonable Classroom Adjustments and/or Access Arrangements.

These ensure that pupils of all ability levels have the access in place to allow them to achieve their personal full potential, in line with the Equality Act (2010) to make 'reasonable adjustments'.

Reasonable Classroom Adjustments are actions taken to enable a pupil with SEND to participate in education on the same basis as other pupils, ensuring pupils are provided with opportunities and choices that are comparable to those available to pupils without SEND. Reasonable adjustments are facilitated to enable pupils with SEND to participate in education on the same basis as other pupils while balancing the interests of all parties.

Please see **Appendix 1: Reasonable Classroom Adjustments** for examples of further classroom adjustments that may be put in place if there is significant need and they are deemed reasonable in the circumstance required.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. The school will ensure that the appropriate body of evidence is collated to reflect the student's need and 'normal way of working' to complete successful applications to JCQ. This will include a formal assessment meeting and screening activities with our on-site Qualified Assessor.

Please see: **A05 Examination Procedures and Access Arrangements Policy** for full details. This policy also contains the Word Processor Policy which outlines details of the school's guideline for the use of word processors/ laptops in the classroom and as exam Access Arrangements.

## 4. Provision Planning

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Through the assessment, screening and referral processes the need for further provision may be highlighted which will take into consideration individual assessment needs and potential, coupled with realistic expectations of progress and the anticipated outcomes. The majority of pupils will be fully supported and challenged by Quality First Teaching, Reasonable Classroom Adjustments, and class teacher targeted interventions as part of whole class teaching. These are recorded on the class provision map.

Termly class provision maps are dynamic documents, which evidence how the school is strategically targeting support for pupils in each year group. Where required, pupils on the SEND Register or monitor list, Medical and Welfare monitor list, MATS monitor list, or any pupil achieving below their potential/age expected standards, have clearly identified targets from the information gathered. The Provision Map identifies SMART targets for a pupil/ group of pupils and the additional Targeted Intervention that will be put in place beyond Quality First Teaching. The effectiveness of this provision in ensuring that pupils achieve their targets and make good progress is reviewed each term as part of the assessment cycle.

Targeted interventions are timetabled and reviewed each half term. These include support and interventions which run: within or separate from the whole class environment; with a focus on small groups or 1:1; led by Teaching Assistants, Inclusion Assistants, or Teachers. The specific support implemented is based on the intervention focus, the needs of the pupil, and staff/resource availability.

Parents will be informed before a targeted intervention commences where it requires a pupil's presence before 8.40 am or after 4pm. Parents will not be routinely notified where curriculum/ cognition and learning targeted intervention occurs within the classroom or in a small group/ 1:1 during the timetabled subject which it supports. Should a curriculum/ cognition and learning targeted intervention require timetabling outside of that curriculum subject, parents would first be notified. Parents will be informed where Sensory/ Physical/ SEMH/ and/or social communication and interaction targeted interventions are being implemented to support a cohesive home-school approach. Parents may request to discuss the provision in place with their child's form tutor, the Director of Inclusion, or the relevant Head of School.

Where short-term Targeted Interventions are not fully meeting the needs of a pupil and/or producing the progress required, discussions will occur with parents around potential next steps. This may include further needs investigation, referral to external professionals, or the escalation to longer term Level 3 Specialist Provision within school.

Opportunities for staff to engage with professional development around MATS and SEND are actively encouraged (in accordance with guidance from the New Code of Practice 2014). All new teaching staff are inducted into Inclusion routines. As part of each year's cycle of training and development, staff receive training relating to relevant areas of MATS, SEND, EAL, Medical and Welfare needs in pupils to ensure Quality First Teaching and/or Targeted Intervention delivery. A wide variety of Inclusion resources, training, and bespoke support are available to staff. Staff share their knowledge and skills, such as through the termly in-house Teaching and Learning Digest publication, to continually develop practice.

In the weekly Inclusion Updates staff are provided with key updates on pupils, with information that is then updated on the centralised documents. Where relevant, staff are provided with strategies to support pupils' developing needs and signposted to resources and/or training.

## **5. Provision Delivery**

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Gad's Hill follows the Waves of Intervention approach, in accordance with NASEN (National Association of Special Educational Needs) best practice:



### **Level 1 : Inclusive Quality First Teaching for all**

Gad's Hill School proactively works to provide high-quality learning experiences for all pupils through our One Curriculum and enhancement offer in an effective and stimulating learning environment. The school employs specialist subject teachers at all school phases. At KS3 and KS4, classes are streamed according to current attainment and there is setting in core subjects to support those pupils who require the most support and/or challenge in accessing the curriculum.

All pupils receive Quality First Teaching to promote positive engagement in learning through a rich and challenging curriculum. The majority of pupils have their needs met by appropriate quality first teaching strategies, reasonable classroom adjustments, access arrangements for assessment, and enrichment activities.

At Gad's Hill we believe that all pupils are entitled to an education that will enable them to develop their full potential intellectually, physically, emotionally and socially. We therefore will provide a curriculum and teaching which makes learning challenging and engaging for Gad's pupils of all needs and abilities. A wide variety of enhancement opportunities are also available, including: clubs, stretch and challenge menus, subject clinics, GCSE Grade Boosters, mentoring, showcases and productions, internal and external challenges and competitions, visits, residential, external experts, Music and LAMDA grades, additional qualifications, and, at the Upper School phase, Combined Cadet Force (CCF).

### **Level 2 Targeted Interventions**

To ensure the wellbeing and academic progress of pupils, each phase of the school follows an assessment cycle where pupils' ability, attainment, and progress rate are considered to inform targeted provision maps. The school offers a range of targeted 1-12 session interventions which are planned and delivered by curriculum teachers and/or Inclusion staff. These carefully considered interventions for pupils not achieving at their potential are focused on promoting accelerated progress and may target:

- Specific neurodiversity, or EAL.

- Gaps in knowledge or skills development need.
- Consolidation of current topics covered in class to ensure understanding/ support retainment.
- Stretch and challenge for key marginal/ MATS pupils.
- Personal, social, and/or emotional skills development.

Targeted Interventions utilised at Gad's can include, but are not limited to:

- Communication & Interaction: Lego Therapy, Time to Talk, Socially Speaking, Talkabout, Social Stories, Comic Book Conversations.
- Cognition and Learning: in class targeted support, Precision Teaching, Pre-teaching, Read Write Inc, Fresh Start, Literacy, Numeracy, Science, Academic Studies, MATS mentoring.
- Social, Emotional and Mental Health: Zones of Regulation, 5 Point Scale, Drawing and Talking Therapy, ELSA, Emotional Literacy, Starving the Anger/Anxiety Gremlin, Transition Support.
- Sensory and/or Physical: sensory tools and breaks, Sensory Circuits, BEAM, Fizzy, Clever Fingers.

## Level 3 Specialist Provision

If a pupil has significant academic, social, or personal needs, they may receive specialist/long-term support within school. This highly personalised provision will target specific outcomes and be recorded as part of the class Provision Map. Some pupils may also have a Personal Provision Map, Pastoral Support Plan, and/or Risk Assessment.

Pupils requiring this level of provision often present complex needs, which may require external specialist support. Where needed, the school will recommend this and, with parent/carer consent, make relevant referrals or signpost parent/carers to appropriate external services.

### Inclusion Provision Costings:

As part of the universal offer, all pupils receive Quality First Teaching. In addition, where need is identified, Gad's Hill provides pupils with a graduated response at Levels 1, 2 and 3 where provision forms part of the assessment cycle review process and is short term (1-12 sessions).

Where pupils are identified as having long term provision needs, such as a pupil with an EHCP, or in exceptional cases where a reduced timetable and additional staffing may be required, additional provision costs will be charged at the school's published rate.

Responsibility for deciding the provision level required and, where relevant, the costings lies with the Director of Inclusion, in agreement with the relevant phase of school Head and/or the Headteacher.

*Prices VAT inclusive	Individual Lessons and Activities			Group Lessons and Activities		
	30 mins	40 mins	60 mins	30 mins	40 mins	60 mins
Teaching Assistant	£9.90	£13.30	£19.80	£4.95	£6.60	£9.90
Inclusion Assistant/ Apprentice Teacher	£13.80	£18.40	£27.60	£6.90	£9.20	£13.80
Teacher	£25.80	£34.40	£51.60	£12.90	£17.20	£25.80
Inclusion Leader (SENDCo)	£28.80	£38.40	£57.60	£14.40	£19.20	£28.80

## 6. Review

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Gad's Hill regularly and carefully monitors and evaluates the quality of provision offered to all pupils. Pupil, parent/carer and staff views are sought. Teachers continually review pupils' progress, formally and informally. Learning Reviews, observations, workbook reviews, phase/department meetings, staff appraisal and Assessment Meetings form part of the regular routines across the school.

Formal progress assessments and Assessment Meetings occur each full term to ensure that the attainment and progress of all pupils are measured, monitored, and reviewed. The Provision Map is used to review the effectiveness of targeted intervention and

specialist provision and is central to providing a holistic view of support. If a provision, including reasonable classroom adjustments and/or access arrangements, is not having effective impact it may be removed, modified, or replaced to better address needs and ensure progress. If a pupil is not making use of provision, such as through absence, non-engagement, or not meeting agreed terms (such as with the Word Processor Policy); then the school may remove the provision. From the Assessment Meetings, new Provision Maps are created with clear targets to support and challenge pupils who are performing below their age appropriate/ MATS abilities. This termly review feeds directly into the next planning phase of the graduated approach.

The Director of Inclusion has responsibility for ensuring that the assessment, review, planning, and implementation graduated response is effective in promoting equity of educational access and equality of progress and attainment across all pupils with SEND and additional barriers to learning. Termly review of comparative progress, value added, and attainment data is used to review the performance of pupils on the SEND Register, Monitor List and wider pupil body to identify patterns and effectively target provision to ensure that all pupils can thrive and achieve strong academic outcomes.

The governing body will monitor and review the working of the policy and procedures of the school, ensuring these meet with equality and SEND laws and objectives. They will review pupil outcomes and hold leaders to account to ensure the equity of educational access and equality of progress and attainment across all pupils with SEND and additional barriers to learning. A designated member of the Governing Body will be assigned to champion the equality and inclusion of each member of the school's diverse community.

## **7. Educational Health Care Plan (EHCP)**

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Pupils with the highest level of need may require an Educational Health Care Plan (EHCP), which brings together their health and social care needs, as well as the special educational provision.

Parents/carers may choose to educate their child with an EHCP at Gad's Hill at their own expense, if the inclusion of their child is compatible with the efficient education of the other pupils. Any prospective pupil with an EHCP should meet with the Director of Inclusion to discuss requirements before undergoing entrance assessments, so that we can offer advice on the levels of provision we can offer and, where relevant, the additional costs involved. The Local Authority must also be satisfied that the school is able to meet the child's needs as they retain a duty to maintain the child's EHCP and to review it annually. This is also the case with secondary phase transfer where a pupil is looking to continue at Gad's from Lower to Upper School.

Provision will be organised around the outcomes in the child's EHCP. The Director of Inclusion coordinates provision and monitors progress through the year with the pupil, parents/carers, and relevant staff, through the review of the provision maps. Progress towards EHCP outcomes will be formally reviewed annually with relevant agencies and the Local Education Authority.

When planning provision for pupils with EHCP, the school ensures that:

- Provision is targeted to the EHCP outcomes.
- All staff working with pupils understand the key recommendations of the EHCP.
- A clear range of strategies is agreed by all those involved, based on specialist advice.
- Provision Maps include Targeted/ specialist provision which addresses the pupil's needs.
- Any required additional training for teachers and support staff is arranged.

When pupils are due to transfer to another setting/phase, planning for this will be started in the year prior to transfer. Liaison with the SENDCO of the next education provider will ensure that arrangements are in place to support the pupil at the time of transfer.

## 8. Supporting Pupils with Medical Conditions/ Physical Disability

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Gad's Hill prides itself on ensuring the safety and wellbeing of all pupils. As such, the school has a School Nurse responsible for ensuring the policies and practices are in place to ensure pupil wellbeing. In addition, the school strives to have all staff first aid trained.

Please see: **S9 Medical Treatments and First Aid Policy**

Medical needs are managed in accordance with the guidelines in the SEND Code of Practice 0-25 (2014). If a pupil has a particular medical need they will be listed on the Medical and Welfare List. For pupils with significant need a Care Plan will be put in place which is agreed between parents/carers and staff. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Where a medical need impacts a pupil's educational access, they will be listed as part of the SEND Register, outlining reasonable classroom adjustments and quality first teaching strategies to support them.

The school recognises that pupils with medical conditions and/or disability should be fully supported so they have full access to education, including school trips and physical education.

Please see: **S15 School Visits Policy and Procedures.**

## 9. Accessibility

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The Lower School phase of Gad's Hill is located in an accessible modern building. The Upper School has a lay-out which consists of separate historic (including listed) buildings of several stories without lifts. The Upper School has classrooms for each subject, based on having all the facilities for one subject in one place. This requires

pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts.

Parents and guardians of disabled pupils and pupils themselves are encouraged to visit the School's site and discuss with the Director of Inclusion any potential concerns regarding accessibility and whether or not there are possible solutions prior to admission.

Within the restrictions of our historic setting, the school is committed to developing accessibility of the site, resources, curriculum, and wider opportunities. The Special Educational Needs and Disabilities Action plan (SENDA) outlines the school's 3 year aims in developing accessibility, with a yearly SENDA Action Plan focusing progress.

## 10. Appendix 1: Reasonable Classroom Adjustments

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Gad's Hill will provide Reasonable Classroom Adjustments where there is significant need and the adjustment is reasonable, practical, and cost effective. The list below highlights some adjustments which may be appropriate dependent on need and circumstance. This list is not prescriptive nor exhaustive.

### **Setting accommodations allow a pupil to:**

- Sit where they learn best (for example, near the teacher).
- Use sensory tools to support focus.
- Work or take a test in a different setting, such as a quiet room with few distractions.

### **Presentation adjustments allow a pupil to:**

- Learn content from audiobooks, videos and digital media instead of print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Have handouts printed on coloured paper/the use of an overlay.
- Use of a reader pen/ orally given instructions and information.
- Use visual presentations of verbal material, such as word webs and visual organizers.
- Be given a written/ visual list of instructions.

### **Response accommodations allow a pupil to:**

- Give responses in a form (oral or written) that's easier for them.
- Use a laptop/ device to take notes or give responses in class.
- Capture responses on an audio recorder/ use of speech to text technology/ use of scribe.
- Use a spelling dictionary or electronic spell-checker.

### **Timing accommodations allow a pupil to:**

- Take more time to complete a task or a test.

- Have extra time to process oral information and directions.
- Take frequent breaks, such as after completing a task.

**Scheduling accommodations allow a pupil to:**

- Take more time to complete a project.
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order.
- Take a test at a specific time of day.

**Organization skills accommodations allow a pupil to:**

- Use of digital clock/ alarm to help with time management.
- Mark texts with a highlighter.
- Receive study skills instruction, or support organising assignments/revision.

**Assignment modifications allow a pupil to:**

- Complete fewer or different homework/ assessment problems than peers.
- Create alternate projects or assignments.

**Curriculum modifications allow a pupil to:**

- Learn different material (such as working on foundation skills).
- Get assessed using a different criteria.