



ROYAL HIGH SCHOOL  
BATH

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GDST  
GIRLS' DAY SCHOOL TRUST

## SEND INFORMATION REPORT

At the Royal High School, we value all students and strive to develop a full understanding of their potential and vulnerabilities. Special educational needs are an integral part of our mainstream school ethos, and the information is always treated as confidential by staff. The Learning Support Department supports students from all age ranges across the school. We strive to develop a full understanding of the vulnerabilities and potential of our students and the continuity of support offered to our students throughout their learning journey with us enables us to know them as individuals.

Since 2014 when the Code of Practice came into being, demand for SEND support has increased year-on-year and existing arrangements do not work to meet the needs of every child and young person with SEND. On 29 March 2022, the Government published the **SEND Review: Right support, right place, right time**, also known as the 'Green Paper' - a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. The consultation sets out proposed reforms to the SEND and alternative provision (AP) system. We look forward to using the proposals as the basis for discussion on the shape of a SEND system that will meet the needs of our students within an independent setting. It may take several years for the proposals set out in the Green Paper to be taken through the legislative process, before coming law. In the meantime, requesting additional high needs funding available via the 'safety valve' from local authorities and delivering 'High Quality Teaching', as outlined in the Code of Practice (2014) will persist within the school. Our teachers will continue to use highly skilled adaptive teaching strategies using differentiation with scaffolding and precision teaching within the classroom. Where possible, we try to meet every student's needs by ensuring that our planning, teaching and inclusive 'High Quality Teaching' approaches meet the needs of many of our students, so they make the best progress in school.

Each student is a valued individual within the school community, and we encourage celebration of achievements both academic and non-academic. We want to create a partnership between parents, mainstream and support staff, outside professionals and the individual to ensure success.

<p><b>Who are the best people to talk to about my child's learning differences and/or Special Educational Needs/Disability (SEND)?</b></p>	<p>Initially, please talk with your child's class teacher or tutor. Mrs Smillie is the Head of SEND for the Prep and Senior schools and she will liaise closely with staff and other people responsible for supporting your child's learning. She can be contacted on <a href="mailto:s.smillie@rhsb.gdst.net">s.smillie@rhsb.gdst.net</a> Jemma Joakim is Early Years and Key Stage 1 SENDCO for the Early Years and can be contacted on <a href="mailto:j.joakim@rhsb.gdst.net">j.joakim@rhsb.gdst.net</a>. We value regular contact with parents and want to involve you in supporting your child's learning. The school may suggest that your child needs agreed individual support or group support in school, in addition to good and outstanding teaching and it may be that referrals are made to outside agencies to advise and support the school in enabling your child to make progress.</p>
<p><b>What are the different types of support available for students with SEND at the Royal High School?</b></p>	<p>All staff have the highest expectations for your child and the students in their classes. Good and outstanding teaching is based on what the student already knows, can do, and understand. Adaptive strategies and high-quality differentiation with scaffolding – using different ways of teaching such as more practical based learning or providing different resources adapted for your child are encouraged as well as class/set/ group/ individual teaching times.</p> <p>Your child's teachers will have carefully checked on your child's progress and if there is a gap in their understanding/learning there may be specific small focus group work or interventions with targets to help your child make more progress. This may be run by subject specific teachers or teaching assistants to give short term support where needed and provide catch-up interventions guided by subject specialists and the Learning Support team.</p> <p>Mrs. Siobhan Smillie (Head of SEND) leads a team of specialist teachers who are all appropriately qualified to teach students with specific learning difficulties. Ms Joakim coordinates the provision from Nursery to Key Stage 1. Mrs Parr, also our Exams Access Arrangements Assessor, manages the provision in Key Stages 4 and 5, and Mrs Smillie coordinates the provision at Key Stages 1, 2 and 3. She also liaises with the Head of International Students (Miss Natalie Cheers) re our boarders. We also have teaching assistants supporting students in class and during prep times in boarding. Provision for students with learning needs is provided from a 'palette of provision' at four different levels.</p>

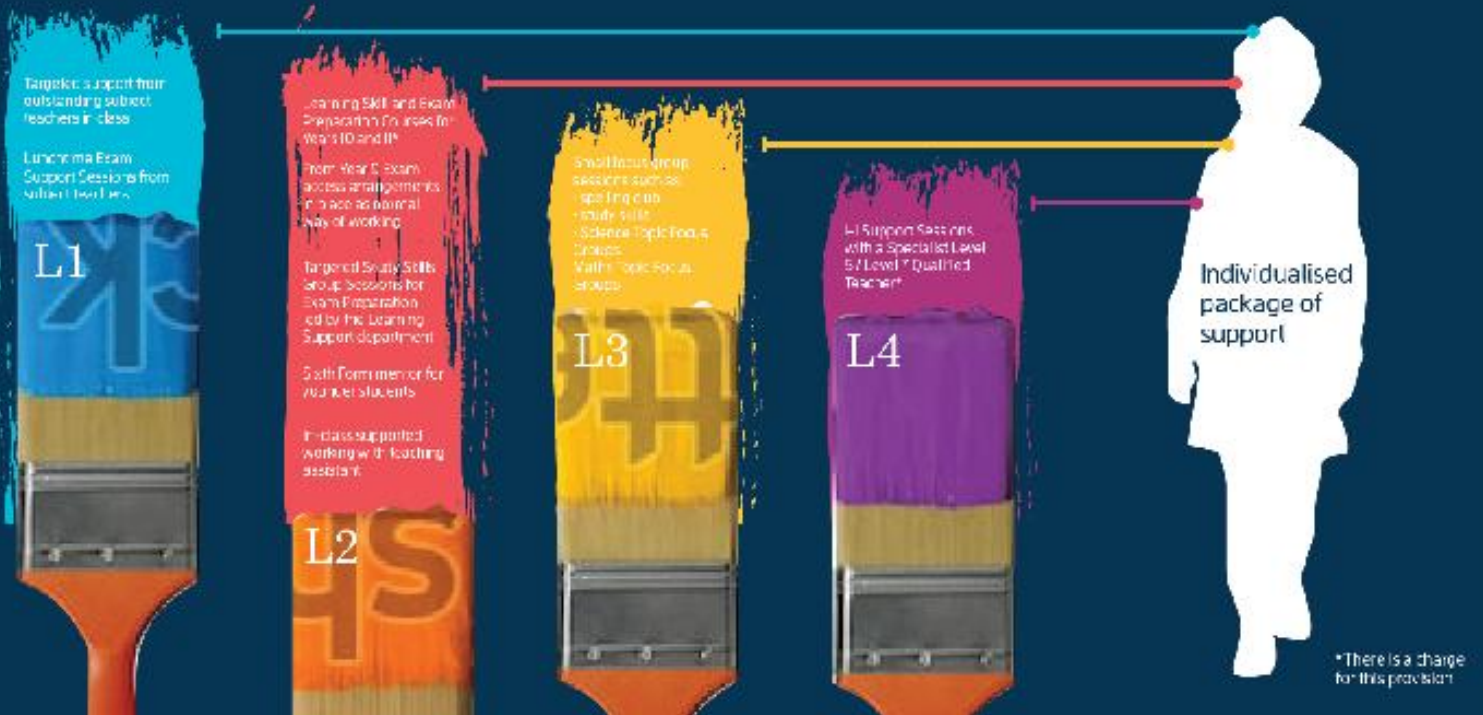
# Palette of Provision

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<p>Palette of provision at Prep and Senior School</p>	<p>Level 1 - We provide learning profiles for every student with a learning difficulty on a register basis to assist subject teachers. These profiles list the strengths and weaknesses of the individual students and give suggested strategies for teaching and learning, including appropriate differentiation with scaffolding. They are treated as confidential by staff.</p> <p>Level 2 – In addition to adaptive strategies and differentiation using scaffolded learning opportunities in class, some students are offered a teaching assistant to help them access the material in class and remain focused.</p> <p>Level 3 – Certain students are invited to group sessions with a qualified member of the learning support department to work on improving their learning skills. Small group focus work can run during times such as assembly, lunch or before/after school to avoid students being taken out of lessons. Sometimes students may miss an enrichment subject, but group support sessions are planned carefully to ensure students do not miss core curriculum. There is no charge for these sessions. Some students may have supervised personalized study times in the library to develop independence as part of this support (not charged).</p> <p>Level 4- Individual support over and above the previous levels can be offered by arrangement to allow enhanced support to work on specific individual needs. Parents will pay for this tuition. The progress of students will be reviewed at least twice a year to ensure improvement and reported to parents. These arrangements will be agreed between the learning support department and parents and maybe for a targeted intervention or on-going support. <b>Individual specialist support: £43 per individual lesson- (to be invoiced termly)</b>. Lessons will be 50 minutes long in terms of student-teacher contact time with 10 minutes planning and updating of individual programs per week or two shorter lessons of 25 minutes long with 5 minutes of planning and updating of individual programs per week for our younger students.</p>
<p><i>How are decisions made about support for students with SEND at Royal High School?</i></p>	<p>Decisions about additional support programs are made at regular student progress meetings, attended by the deputy head (academic), key stage leaders, Head of SEND and teaching assistants. Staff continually review progress with weekly or fortnightly focused briefings (General/Pastoral/Key Stage), departmental meetings, informal discussions and discuss progress regularly with parents via informal discussions and parent/teacher meetings. We follow the 'assess, plan, do, review' (APDR) process as outlined in the Code of Practice (2014). The review practice is essential as we understand that the</p>

	<p>circumstances for students can change throughout the support period and different approaches may be needed.</p> <p>Students in exam classes may have lessons before or after school or during lunch times to minimise disruption to their learning. We have designated rooms in both the Prep and Senior schools which can accommodate group work as well as individual lessons.</p> <p>If we feel that your child has more complex needs and may require more than a catch-up programme and good teaching, we may conduct a more in-depth assessment using standardised tests and involve outside professionals such as Educational Psychologists, Speech and Language Therapy Services, Occupational Therapy Services, Children and Mental Health Services (CAMHS). Before these referrals are made, we would discuss your child's progress with you and ask permission for the school to refer your child to a specialist professional. Parents would be expected to fund the specialist diagnostic reports where necessary. We would ask that parents inform us should a report be commissioned, as these professionals may set targets which will include their specific professional expertise and the school may make changes to the way your child is supported in class and/or run a group under the guidance of the outside professional. This type of support is available for students with SEND that need measures 'additional to and different from' those given in High Quality Teaching. Sometimes a student with SEND may need a particularly high level of individual/small group teaching which cannot be provided from the budget available to the school and parents would be expected to source the funding to support these specific individual needs.</p>
<p><b><i>What kinds of special educational needs are catered for at the Royal High School?</i></b></p>	<p>We generally have students whose main need falls under the 'cognition and learning' area of special needs like a specific learning difference such as dyslexia. However, we also have students who have needs within the 'sensory and/or physical', 'communication and interaction' and 'social, emotional and mental health' categories as outlined in the Code of Practice. The majority of students we currently support are those with neurodiversity or Specific Learning Differences (SpLD) such as dyslexia. We also have several students with Attention Deficit and Hyperactivity Disorder (ADHD), autism and three students with sensory impairments such as visual impairment difficulties. There are currently six students with an EHCP, and the department is familiar with statutory obligations and provision for students with statements/EHCP of SEND. However, all students are welcome to access the department for a range of reasons related to their learning. Our services are not limited to only those who have identified needs.</p>
<p><b><i>How many students have SEND at the Royal High School?</i></b></p>	<p>Nationally, about 1 in 5 children are likely to have special educational needs of some kind at a certain time during their school career. Some children may experience SEND for a relatively short time; others</p>

	<p>will have special needs throughout their schooling. Our school has a relatively low incidence of special needs, but we try to ensure that those students with additional needs will be well integrated into school life. The numbers of students accessing support varies from term to term and year to year and will depend on the individual needs of the student – for example, a student may have dyslexia but may not need to access learning support as they have good compensatory strategies in place or perhaps a student’s medical needs fluctuate depending on their health. Currently, approximately 15% of our students with SEND within our school are on our Learning Support register which is in line with national statistics for school in the independent sector.</p>
<p><b><i>How will we support a student who has special needs and is starting at our school?</i></b></p>	<p>We will invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, we will meet with them or contact them to discuss your child’s needs, share strategies and ensure provision is put in place before your child starts. We may suggest transition visits or adaptations to allow your child to settle in easily. We may suggest a home visit or visit your child’s current placement if that is appropriate. We may also liaise with our medical team, if appropriate.</p>
<p><b><i>How can I let the school know I am concerned about my child’s progress in school?</i></b></p>	<p>We endeavour to identify students with special needs as early as possible so that we can provide support before the student becomes disillusioned and loses their self-esteem. If you are concerned about your child’s progress, it is very important that these concerns are discussed with the class/subject teachers or tutor.</p> <p>If you are not happy that the concerns are being managed and that your child is not making progress, you are encouraged to firstly see the class teacher/tutor. The next step would be contacting Mrs Smillie who would be happy to discuss any issues.</p> <p>If you are still not happy that the concerns are being managed and that your child is not making progress, you should speak to the Head teacher.</p>
<p><b><i>How will the school let me know about my child’s learning in school?</i></b></p>	<p>Parents are encouraged to participate fully in the education of your child, and we offer a range of informal and formal opportunities including:</p> <ul style="list-style-type: none"> <li>• Attending termly parent/teacher meetings, curriculum information afternoons/evenings and receiving written reports</li> <li>• Opportunities to attend events such as ‘Your Child’ information evenings.</li> <li>• Social evenings with the Headteacher for parents of a particular year group</li> <li>• Open mornings, Christmas Bazaar, etc.</li> <li>• Attending meetings with external agencies</li> </ul>

	<p>A team approach is promoted. We monitor our students closely with regular assessments and if a teacher has concerns, they will raise this with the head of a department (Senior School) and/or key stage leader (in the Prep School). If the student is still not making progress, the Head of SEND will be involved, and we will decide about whether to continue to monitor targets or set up an intervention group and we will inform you. Following this, if your child is still not making expected progress, we will discuss our concerns, future interventions or make referrals to outside professionals to support your child's learning both at home and in school.</p>
<p><b><i>How is extra support allocated to students and how do they move between the different levels?</i></b></p>	<p>The Head and the Head of SEND discuss all the information they have about SEND in the school including: the students currently receiving extra support already, the students needing extra support, the students who have been identified as not making as much progress as would be expected and make decisions about the resources/training and support required. This is reviewed regularly, and changes are made as needed. We follow the 'assess, plan, do, review' graduated approach outlined in the Code of Practice. Decisions about additional support are reviewed frequently at Learning Support meetings by the deputy academic heads (Senior and Prep) and the Head of SEND. Where, despite all our best endeavours, the student still makes limited or no progress in the areas targeted, we will approach the local authority (LA) to request a statutory assessment. This is a lengthy and complicated process as we are an independent school, and it may or may not result in the LA providing an Education, Health and Care Plan (EHCP). This is a legally binding document outlining the needs of the student and the provision required to meet those needs.</p> <p>For students taking external exams, the exam access arrangements assessor will assess the students following strict guidelines outlined by the Joint Qualifications Commission (JCQ) and/or International Baccalaureate (IB) board. Students are assessed in Year 9 in readiness for controlled assessments and modular examinations, which start in Year 10. A history of provision is normally required to allocate extra time and other examination concessions. If support is warranted, teachers will ensure these accommodations such as extra time or use of a word processor or scribe are consistently applied as the student's normal way of working and the examinations officer will ensure these accommodations are available during external exams. A student may hold/commission a report from an outside professional with recommendations for accommodations in exams but unless it is the student's normal way of working and a history of need is collated within school, this advice may not be acted upon as the guidelines from the JCQ/IB must be followed.</p> <p>Many students attend Learning Support each year throughout the school, so there is not usually any stigma attached to it, but the support given is also discrete. We may see students for a focussed burst</p>



	<p>of intervention such as a short course of study skills. They may make good progress and not return for support. Other students may return as part of a small group or for individual sessions. The Head of SEND works closely with the Maths, Science and English departments, as well as with the pastoral support team and the Heads of Year to ensure we are kept informed of any new concerns about students and there is excellent communication between staff.</p>
<p><b>What resources are available for students with SEND at the Royal High School?</b></p>	<p>The Learning Support Department works extremely closely with pastoral staff to support all students' emotional and social development and well-being. Staff are highly trained and experienced in recognising the additional challenges that some students with SEND face in their daily lives at school and the impacts that these can have on their social and emotional well-being. Every student can access support from a large pastoral team, including their class/form tutor, Head of Year, and we may also access further support through the medical team for services such as counselling if required. We have fortnightly Learning Support meetings, where key pastoral and academic staff discuss the progress of students with SEND, consider interventions in place to review their effectiveness.</p> <p>A sample of some of the support resources we provide for students with additional needs include:</p> <p>A medical team who liaises closely with the Learning Support Department and write medical care plans for students. We also have two trained counsellors who visits the school two days a week and can access other specialists such as bereavement counsellors.</p> <p>A team of teaching assistants – some with responsibility for key subjects/skills to provide on-going support.</p> <p>The resources we could access include:</p> <p>Multi-sensory teaching methods and additional reading and spelling programmes such as Nessy, Apples and Pears and Units of Sound to develop reading, spelling, writing and higher-level comprehension skills.</p> <p>Number Sense, Numicon, Power of Two, Times Tables Rock Stars, Doodle Maths, and many other programmes to support maths.</p> <p>We have Memory skills, Concentration skills and Social Skills programmes and some Occupational therapy and Speech and Language resources. We encourage a 'meta-cognitive approach' to learning – 'how did I learn that? Why did I learn that?' etc.</p> <p>Some students use assistive technology, software, audio books and I-pads to support their learning (please refer to our accessibility and inclusion policies for further information.)</p> <p>Our Prep School has sound boards to allow the absorption of sound and keep distortion within the classroom to a minimum and we use visual supports to aid key vocabulary, concepts, and themes.</p>

	<p>We have a range of lunch time and after school clubs in both schools covering a wide range of skills both academic and special interests. These clubs are available for all students to attend and include chess, orchestra, football, gardening, darkroom photography, gymnastics, drama etc.</p> <p>In the Prep School, parents may be asked to complete some additional homework to reinforce learning at school to support an area of need e.g., multiplication skills.</p> <p>In the Senior School, academic support clubs such as 'Maths Help', Mythology Club and 'Chemistry Clinic' etc. provide support for any student who wishes to attend but some students are directed to attend these clubs. We run small 'focus groups' for example, some Y7 students are invited to attend a spelling club, Y11 have a study skills group to prepare for the exams and there is a 'drop in' lunch time at the Learning Support Department open to all Y11 students.</p> <p>Students from the Sixth Form can 'book in' for a learning support session as required.</p> <p>Occasionally, we can offer a reduced or flexible timetable to support a student.</p> <p>We plan transition times carefully for students from nursery to reception, between key stages and between schools. All staff are trained (through a yearly programme of Continuing Professional Development) in adapting lesson plans to increase effective use of adaptive differentiation strategies known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress. Learning profiles of students with specific needs are given to all teachers and specialist staff collaborate to build in adaptations to activities.</p> <p>Where needed, students may access help from external services and teachers may be provided with external agencies advice as required.</p> <p>Students who have additional needs may be granted access arrangements in exams both internal and external so that this becomes their 'normal way of working'.</p>
<p><b>Who are the other people providing services to children with SEND in the Royal High School?</b></p>	<p><i>Within our school:</i></p> <p>We have appointed an exam access arrangements assessor with Level 7 specialist qualifications, Mrs Alison Parr, who is responsible for screening students, collating evidence from teachers and outside professionals to build a 'picture of need' for students with an identified need. When a 'normal way of working' has been evidenced, an application is made to the relevant authorities to grant exam access arrangements such as extra time in exams. It should be noted that a report from an outside professional does not automatically guarantee exam accommodations for the student, and it is important that the school have the evidence of need before an application is made. If you feel your daughter may need an assessment by an outside professional, please contact the department so we can discuss your concerns and give further advice.</p>

We have a large team of highly competent and skilled teaching assistants and are allocated on an individual needs directed basis to support individuals or groups of learners as allowed by resources. Staff work closely with them to ensure maximum effectiveness. Our Teaching Assistants have a wide range of skills to offer in supporting students directly and indirectly, assisting staff and working with parents.

The involvement and voice of both students and their parents is central to our SEND provision, and we pride ourselves on our accessibility and work with all involved in the learning experiences of students. Students and parents are involved with the writing of the Learning Support Plans twice a year and we work as a team to maximize learning opportunities. Students and parents are encouraged to speak directly to Learning Support staff should they have concerns or require additional information or support.

We have a strong pastoral team within the school and all teachers receive safeguarding training to ensure the protection of our students. Certain staff are trained as 'Wellbeing Angels', identified by their WellbeingBee on their lanyards to ensure students know there are several people to whom they can talk if they have issues.

Medical and counselling services such as 'The Listening Service' and our wellbeing area (The Hive) are available within school or students can go to services such as 'Off the Record' if they prefer to attend out of school.

We are sensitive to the needs of the boarding community and there is effective communication between the different departments should a student warrant these services.

Two of our Senior School teaching assistants are also boarding assistants and support our vulnerable learners in boarding.

Staff are regularly updated on students' health needs and these details are available for staff to view on the school's alert list. Where appropriate, staff receive specialist training e.g., the use of an Adrenaline Pen and supporting students with diabetes. Our School Nurses complete health care plans and support students with medical needs. We work closely with other agencies to support the emotional wellbeing of students and their families.

We have a Peer Mentor Team from students, such as our Neurodiversity Mentors, in Year 12 and 13 from the Sixth Form who support students in younger year groups and Y6 students who are 'Book Friends' to our younger students in the Prep School.

*Provided by other professionals but available through the school:*  
CAMHS

	<p>Counselling services  Educational Psychology services  Speech and Language Therapy services  Occupational Therapy services</p>
<p><b><i>How are the adults helped to work with children with SEND and what training do they have?</i></b></p>	<p>The Head of SEND supports staff with planning for students with SEND. Our School Development Plan includes identifying training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues to support identified groups of learners such as those with dyslexia, speech and language difficulties etc. We have whole staff training to disseminate knowledge, strategies, and experience to ensure consistency of our schools' approach to children with SEND. Individual teachers and support staff attend training courses run by the GDST and outside agencies that are relevant to the needs of specific students in their classes e.g., medical/health training to support staff in implementing care plans. The Head of SEND also delivers training on SEND to teachers and teaching assistants. The Head of SEND and two learning support teachers are highly skilled and experienced, holding Level 7 specialist teacher qualifications for working with children with SEND.</p>
<p><b><i>How will the teaching be adapted for my child with learning differences?</i></b></p>	<p>Teachers plan lessons according to the specific needs of children in their classes and will ensure learning tasks are adjusted to enable your child to learn as independently as possible. Specially trained support staff implement the teachers' modified planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups such as visual timetables, coloured overlays, accessibility plan etc.</p>
<p><b><i>How will we measure the progress of your child in school? How will I know about this?</i></b></p>	<p>Your child's progress is continually monitored by the teaching staff through daily observations and marking feedback. In the Early Years, the students are assessed against the Foundation Stage Profile which involves next steps for the students learning. In the Prep School, parents can meet their child's teacher termly to discuss engagement in learning, progress and behaviour for formal feedback as well as receiving two reports a year. As students go through the Prep School, they are assessed against Age Related Outcomes based on the school's Cranwell Curriculum. Standardised assessments (InCAS, GL Assessment) are also used annually to monitor progress. In the Senior School, progress is continually monitored by the teaching staff using formal testing regularly and reports are sent home twice a year. Parent's curriculum evenings and pastoral evenings are held twice a year too. Standardised tests such as MIDYIS and ALIS are used to provide indicators</p>

	<p>of potential strengths and weaknesses at a key stage and form part of our entry screening processes. Students who have additional needs will have a learning plan and their targets are reviewed twice a year. Parents are informed and can contribute to the learning targets and are welcome to discuss their child's progress at any time.</p>
<p><b><i>What support do we have for you as a parent of a child with a special educational need or disability?</i></b></p>	<p>We invite you to talk to your child's class/subject teacher or tutor regularly so we know what you are doing at home and we can tell you about what we are doing in school. We want to ensure we are doing similar things and can share what is working in both places. You are welcome to book an appointment to see a teacher through the school office or via e mail. The Head of SEND is available to meet with you to discuss your child's progress or any concerns/worries you may have. Assessments and recommendations suggested by outside agencies will be implemented and you are welcome to discuss these further as necessary. Your contribution is highly valued, and we encourage parents to be involved with their child in the decision-making processes and we want to build an effective working relationship with the school to raise a student's achievements. We can hold Team Around the Child (TAC) meetings termly for children who have an EHCP to ensure the 'Assess Plan Do Review' (APDR) cycles are reviewed and target setting is effective.</p>
<p><b><i>How will we support your child when they move on to a new class, year or key stage?</i></b></p>	<p>Particular care is taken for children with additional needs and staff liaise directly between the schools. 'Moving on' can be particularly challenging for a student with special needs and we will take steps to ensure the transition is as smooth as possible. We will pass on information such as records and learning targets to the next teacher/school Learning Support department and support staff. We could arrange opportunities to visit the next class/school on several occasions, make a transition booklet, set up opportunities for older year groups to work with younger year groups and staff may visit your child in their current setting. Additional meetings between current and new staff, parents and students are also organised. External agencies may visit schools when children transfer to ensure support continues.</p>
<p><b><i>How will my child be able to contribute their views?</i></b></p>	<p>The class teacher or tutor meet each term to discuss targets and plan further targets. The student's ideas are taken into consideration at these times. Students who attend Learning Support for regular intervention will write a Learning Support plan (LSP) with information about the individual and what the student can do to meet their targets, as well as what others will do. Staff have access to the LSP's and can refer to the plans with the individual at times to ensure they understand the targets and their role in them.</p>

**Legislation and other advice services available for parents:**

The Code of Practice introduced in 2014 means that your local authority and school must make sure you and your child are fully involved in decisions about how they support your child. The Local Authority (LA) must listen carefully to what you want and give you advice and support. The 'Local Offer' should be available that makes clear which services are available for children with SEND locally. There will be many different types of services that children and young people may need throughout their schooling and through specialist health services.

- Speak to your child's teacher/tutor or Mrs Smillie for further specialist advice if required
- This website provides signposts to useful information, advice and support services at: <http://www.parentchampions.org.uk/resources/>
- Contact your local authority about the Local Offer. You can find their contact information on the GOV.UK website: <https://www.gov.uk/find-your-local-council>
- The Green Paper: [www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time](http://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time)

Local offer information for parents within the BANES area:

- BANES Local Offer-[Special Educational Need or Disability \(SEND\) Rainbow Resource | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](http://www.bathnes.gov.uk)
- SENDIAS Partnership Service (Parental Support) = [www.spsbathnes.org.uk](http://www.spsbathnes.org.uk)
- IPSEA Legal Support and Advice for Parents = [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Parent Led Information SEND website = [www.specialneedsjungle.com](http://www.specialneedsjungle.com)
- Educational Health & Social Care Plan = [www.youtube.com/watch?v=axMjmYI-7WU](https://www.youtube.com/watch?v=axMjmYI-7WU)

This SEND School information report was written by Siobhan Smillie (Head of SEND) and is updated annually, in consultation with the Senior and Prep Leadership Team, SEND governor and with particular thanks to parents of students in the Prep and Senior schools.

**Reviewed:** June 2023

**Next Review:** June 2024