



The Guild Hall School SEND Policy 2026 - 2028



**THE GUILDHALL
SCHOOL**

Reference:	GS SEND V001 August26
Reviewed by:	Sariena Watkins
Review Date:	15.08.2026
Date of next review:	September 2028



1. Legal Status:

This policy is written with regard to:

- **Independent School Standards (ISS)** – Part 1 (Quality of Education) and Part 3 (Welfare, Health & Safety)
- **Children and Families Act 2014 – Part 3** (SEND statutory duties)
- **SEND Code of Practice (2015)**
- **SEND Regulations 2014**
- **Equality Act 2010 – Reasonable Adjustments Duty**
- **Public Sector Equality Duty (2011)**
- **SEND & AP Improvement Plan (2023–2025)**
- **Education Act 1996**
- **Working Together to Safeguard Children (2026)**
- **Keeping Children Safe in Education (KCSIE 2026)**
- **Local Area SEND Inspection Framework (Ofsted/CQC 2023)**
- **Staffordshire Local Offer and EHCP Review Requirements**

These arrangements support full compliance with ISS Part 1 and Part 3, ensuring high-quality adaptive teaching, safeguarding integration and personalised SEND provision.

Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents and Further Reading

- Curriculum Policy
- Equality Statement and Accessibility Plan
- Supporting Pupils with Medical Needs and Mental Health Needs
- Attendance Policy

2. Purpose:

The purpose of this policy is to ensure that all pupils with Special Educational Needs and Disabilities (SEND) receive high-quality, personalised, trauma-informed education that enables them to thrive academically, socially, emotionally, and personally.

The Guild Hall School is a specialist SEND and SEMH provision. Our purpose is to:

- remove barriers to learning
- provide adaptive, relational, and therapeutic teaching
- ensure every pupil feels safe, valued, and understood
- deliver a curriculum that meets diverse needs
- work collaboratively with families and professionals
- uphold dignity, inclusion, and belonging



3. Policy Statement

The Guild Hall School is committed to providing an inclusive, nurturing and aspirational environment for all pupils. We recognise that our pupils often arrive with complex needs, disrupted educational histories and experiences of trauma.

Our approach is grounded in:

- relational practice
- trauma-informed pedagogy
- therapeutic integration
- high expectations
- personalised pathways
- multi-agency collaboration
- safeguarding-aligned SEND practice

This policy aligns with Ofsted's Education Inspection Framework (2024) and the Local Area SEND Inspection Framework (2023), ensuring high-quality provision, strong safeguarding practice and effective multi-agency collaboration.

4. Scope

This policy applies to:

- all staff (teaching, support, pastoral, administrative)
- all pupils
- all curriculum and non-curriculum activities
- off-site visits, alternative provision, and community learning
- external professionals working with pupils

5. Principles

Our SEND practice is guided by the following principles:

- **Safety first:** Regulation and emotional safety underpin learning.
- **Inclusion:** Every pupil is entitled to access high-quality education.
- **Adaptation:** We adapt the environment, curriculum, and teaching—not the pupil.
- **Dignity:** Pupils are treated with respect, compassion, and understanding.
- **Collaboration:** SEND is everyone's responsibility.
- **Ambition:** We set high expectations and celebrate progress in all forms.
- **Early identification:** Needs are identified quickly and addressed proactively.
- **Best endeavours:** Fulfilling our statutory duty under the Children & Families Act 2014

6. Statutory Requirements

The Guild Hall School meets its statutory duties by:

- identifying SEND early
- providing appropriate support and reasonable adjustments
- ensuring access to a broad and balanced curriculum



- reviewing EHCPs annually (in line with Staffordshire LA requirements)
- maintaining accurate SEND records
- ensuring staff are trained and competent
- working collaboratively with external agencies
- ensuring safeguarding and SEND processes are aligned
- fulfilling the **best endeavours duty** under the Children & Families Act 2014
- meeting duties under the Equality Act 2010 and Public Sector Equality Duty

7. Company Philosophy

At Bayleaf, our professional practice is rooted in our company philosophy: providing trauma-informed, therapeutic care where children and young people feel safe, valued and understood. We nurture trust, emotional growth and resilience through compassionate, consistent and relationship-led support.

These values sit alongside our CARE principles — Curiosity, Accountability, Respect and Engagement - which shape the professional conduct and relational practice of all staff.

- C = **Curiosity** and a bias for action fuel our innovation.
- A = **Accountability** to those we serve help us deliver results.
- R = **Respect** and Integrity are demonstrated in our actions.
- E = **Engaged** and Passionate Employees define our company

These values shape the way we approach SEND across our community. These values guide staff in responding to individual specific SEND needs with professionalism, compassion, and consistency. It ensures that the requirements and expectations relating to SEND are met in a way that is personal as well as compliant and continues to be aligned with our ethos values ensuring pupils still receive inclusive and trauma-informed care whilst maintaining accessibility and inclusive access to education whilst addressing and supporting their SEND needs.

Value	How it is embedded in School
Curiosity	We remain curious about each pupil's profile, strengths, communication style, and lived experience. Curiosity drives assessment, adaptation, and continuous improvement.
Courage	We advocate for pupils, challenge barriers, and act decisively when needs change. Courage includes speaking up, reflecting honestly, and embracing new approaches.
Community	SEND support is collaborative. We work with families, professionals, and pupils to create a safe, connected, and supportive community.

8. Definitions

SEND

A pupil has SEND where their learning or physical difficulty or disability calls for special educational provision, namely provision different from or additional to that that is available to pupils of the same age. We recognise that quality first teaching is essential to enable the pupil to thrive.

Disability: A physical or cognitive impairment that has a substantial and long-term adverse effect on daily activities.



EHCP: A statutory plan outlining a pupil's needs, provision, and outcomes.

Reasonable Adjustments: Changes that remove barriers and enable equitable access for the individual.

SEMH: Social, Emotional and Mental Health needs, including trauma-related needs.

Graduated Response: A cycle of Assess–Plan–Do–Review, adapted for specialist settings.

9. Roles & Responsibilities

All roles contribute to safeguarding and SEND integration in line with KCSIE 2025

Proprietor, Executive Headteacher and Director of Education

- ensures compliance with statutory duties
- provides resources for SEND provision
- reviews SEND practice annually

Headteacher

- strategic lead for SEND
- ensures high-quality teaching and provision
- oversees EHCP processes
- ensures staff training and supervision

SENDCo

(The SENDCo ensures compliance with the SEND & AP Improvement Plan (2023–2025), including strengthened EHCP processes and multi-agency collaboration.)

- holds/will work towards NPQ SENDCo qualification
- leads SEND strategy and provision
- coordinates EHCP reviews
- oversees assessments and interventions
- liaises with external agencies
- maintains SEND records
- supports staff with adaptive teaching

Teachers

- deliver adaptive, trauma-informed teaching
- identify emerging needs
- contribute to assessments and reviews
- implement strategies and interventions

Pastoral Team

- support emotional regulation
- deliver therapeutic interventions
- liaise with families and professionals

Therapists (SALT, OT, Counsellors)

- assess needs
- deliver programmes



- advise staff
- contribute to EHCP reviews

Parents/Carers

- contribute to planning and reviews
- share insights and concerns
- support learning beyond school

Pupils

- share their views
- contribute to goal-setting
- participate in reviews where appropriate

9.1 Role of the SENDCo Including EHCP Review Process

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENDCo). The current SENDCo is Jude Taylor. It is the responsibility of the SENDCo to co-ordinate the operation of the Special Educational Needs Policy and related policies. The SENDCo determines the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCo:

- leads Annual Reviews in line with Staffordshire LA requirements
- ensures statutory timescales are met
- coordinates multi-agency involvement
- ensures outcomes are SMART and EHCP-aligned
- updates provision maps and costed provision
- maintains the school's SEND and EAL lists;
- ensures pupil and family voice is central
- monitors progress towards EHCP outcomes
- ensures transition planning is robust

9.2 Assessment of Needs (Pupil)

(Assessment reflects the Local Area SEND Inspection Framework (2023) expectations for multi-agency involvement and holistic profiling) Early identification is prioritised. Assessment includes:

- academic baseline assessments
- SEMH assessments (e.g., Boxall, SDQ)
- sensory profiles
- communication assessments
- therapeutic assessments (OT/SALT)
- pupil voice
- family voice
- ongoing formative assessment
- multi-agency assessments



9.3 Curriculum and Meeting SEND Needs

(This curriculum model aligns with ISS Part 1 and Ofsted EIF 2024 expectations for adaptive teaching and inclusive curriculum access)

The Guild Hall School curriculum is:

- multi-pathway
- adaptive
- therapeutic
- relational
- trauma-informed
- sensory-aware
- personalised

Provision includes:

- differentiated teaching
- sensory regulation
- therapeutic input
- personalised timetables (where appropriate)
- access arrangements
- alternative accreditation routes

9.4 Learning Support Assistants/ Teaching Assistants (LSA/TA's)

At The Guild Hall School, LSAs and TAs play a vital role in creating a safe, nurturing and aspirational learning environment. They work alongside teachers to provide personalised, trauma-informed support that enables pupils to access the curriculum, regulate emotionally, and make meaningful progress. LSAs/TAs are timetabled to work with pupils both within the classroom and, where appropriate, through individualised support sessions. Teachers and LSAs/TAs engage in daily debriefs and weekly staff meetings to share observations, review progress, and plan next steps. This collaborative approach ensures that:

- staff have a shared understanding of each pupil's needs
- provision and differentiation are carefully planned
- targeted support is consistent, purposeful and aligned with EHCP outcomes
- pupils are supported to extend their learning beyond task completion

We believe that strong, respectful collaboration between teachers and support staff is essential for securing the best outcomes for our pupils.

As an inclusive, relational school, we prioritise support within the classroom wherever possible, so pupils can remain with their peers, feel part of the group, and access learning in a way that promotes belonging and confidence. LSAs/TAs work sensitively and skilfully to scaffold learning without creating dependency, ensuring that support enhances independence rather than replacing it.



10. Plan–Do–Review Process

(This graduated response aligns with the SEND Code of Practice (2015) and the SEND & AP Improvement Plan (2023–2025))

Assess: Holistic, multi-agency, relational assessment.

Plan: Co-produced with pupil, family, and professionals.

Do: Adaptive teaching, interventions, therapeutic support.

Review: Frequent, flexible, responsive, EHCP-aligned.

Reviews occur:

- termly
- at Annual Review
- after significant changes in need

10.1 Pupil Interventions

Interventions may include:

- literacy and numeracy support
- sensory integration programmes
- emotional regulation programmes
- SALT programmes
- OT programmes
- social communication interventions
- trauma-informed relational interventions
- mentoring
- therapeutic support

Interventions are monitored for impact both formally and informally. The Intervention cycle is formally reviewed at the end of the half term (6-week cycle).

11. Use of data and record keeping

The Guild Hall School maintains a clear, consistent and secure approach to record keeping in line with current data protection legislation. All information relating to pupils with SEND is recorded accurately, stored safely, and kept up to date. Our systems ensure that staff have timely access to the information they need to support pupils effectively, while maintaining confidentiality and dignity at all times.

As part of any inspection, Ofsted and the DfE expect to see evidence of:

- pupil progress over time
- a strong focus on outcomes
- a rigorous approach to monitoring and evaluating SEND provision
- clear records demonstrating how needs have been identified, supported and reviewed



The Guild Hall School records all additional or different provision made as part of SEND support. This forms the basis of ongoing discussions with parents/carers, social workers and professionals about progress, next steps and the impact of interventions. Accurate, transparent record keeping ensures that:

- we can evidence the support provided throughout a pupil's time with us
- we can demonstrate the impact of interventions
- external agencies, including the Local Authority, have the information they need when assessing or reviewing a pupil's needs

Our information systems are used to monitor the progress and development of all pupils. SEND information—including needs, outcomes, strategies, interventions and specialist involvement—is recorded as part of this whole school approach. This ensures that staff have a shared understanding of each pupil's profile and can plan adaptively and responsively.

We share relevant information with those who need to know, in a format that is accessible and meaningful. For example, our EHCP tracker records each pupil's EHCP outcomes, associated actions, and progress. This ensures that targets remain central to planning and teaching, and that staff can easily monitor and review progress towards them.

Our commitment to high quality record keeping supports safeguarding, strengthens SEND provision, and ensures that every pupil receives the personalised support they need to thrive.

12.Improving Outcomes: High Aspirations and Expectations for Pupils with SEND

At The Guild Hall School, every child and young person is entitled to an education that enables them to grow, thrive and move confidently towards adulthood. Our commitment is that all pupils, regardless of need or starting point, are supported to:

- achieve their best, academically and personally
- develop into confident, emotionally secure individuals who can lead fulfilling lives
- make successful transitions into further education, training, employment or supported independence

We hold high aspirations for every pupil and believe that progress is not limited to academic outcomes alone. Personal development, emotional regulation, communication, independence and wellbeing are equally valued and celebrated.

The Guild Hall School identifies and addresses the SEND needs of all pupils we support. In line with statutory duties, we will:

- use our best endeavours to ensure that every pupil with SEND receives the support they need. This means doing everything reasonably possible to remove barriers to learning and participation.
- ensure pupils with SEND are fully included in the life of the school and can access activities alongside their peers.
- designate a qualified teacher as SENDCo, responsible for coordinating SEND provision and ensuring high quality, personalised support.
- inform parents/carers and professionals when special educational provision is being made, ensuring transparency and co production.
- publish a clear SEND Information Report, outlining:
 - our arrangements for admitting and supporting disabled pupils



- the steps we take to prevent discrimination
- the facilities and adaptations available
- our Accessibility Plan, which sets out how we will continue to improve access over time

Our approach is rooted in the belief that every pupil can progress when they feel safe, understood and supported. Through adaptive teaching, therapeutic practice, strong relationships and consistent high expectations, we ensure that pupils with SEND are given every opportunity to succeed.

13. Staff Qualifications and Experience

Staff may hold or be trained in:

- NPQ SENDCo
- MHFA
- Trauma-informed practice
- CPI / de-escalation
- safeguarding
- SEND pedagogy
- SALT/OT strategies
- clinical consultation
- Specific learning needs such as Dyslexia and Dyspraxia

The school invests in continuous professional development and the above list is an example and not an exhaustive list of the staff skills, knowledge and experiences.

14. Safeguarding Links

Pupils with SEND — including SpLD, SLD, cognitive and developmental delays, Autism and SEMH needs — are disproportionately vulnerable during careers activities, transitions, employer encounters and off-site experiences.

We recognise:

- pupils with SEND may struggle to recognise unsafe situations
- SEND needs may mask safeguarding concerns
- behaviour may be communication of distress, anxiety or overwhelm
- transitions, unfamiliar environments and unstructured times require enhanced oversight
- employer encounters and provider visits introduce additional safeguarding considerations
- pupils may require supported communication to express worries or concerns