

SEND and Inclusion at HSW

Our Vision

At HSW, we believe that every young person deserves to feel seen, valued, and supported to achieve their full potential, both academically and emotionally.

As a mainstream independent school, HSW is committed to ensuring that all students, including those with mild to moderate additional needs, can fully access and engage with our curriculum. Our inclusive approach ensures that every student is supported to learn, achieve, and feel valued within a mainstream environment.

Inclusion sits at the very heart of everything we do. We combine high expectations with genuine care, ensuring that every student has the opportunity to succeed and feel proud of who they are.

Small school, big impact - our approach to inclusion and neurodiversity

At HSW, inclusion is not a department or a single strategy - it is the foundation of who we are as a school. We are proud to be a small, nurturing community where every student is known as an individual and valued for their unique strengths, interests, and perspectives.

Our approach is rooted in the belief that difference is the norm, and that neurodiversity enriches our school community. Whether a student has a formal diagnosis or not, we recognise that all young people think, learn, and experience the world in different ways and our role is to make sure they feel safe, understood, and supported in doing so.

Our small class sizes (no more than 15 students) allow teachers to build meaningful relationships with every learner, to understand their needs, and to adapt teaching approaches accordingly. Lessons are designed with flexibility, giving students space to process information, work at their own pace, and find strategies that suit their learning profile.

We are a neurodivergent-friendly school, and this ethos runs through every aspect of daily life, from the calm, structured routines in classrooms to the compassion and curiosity our staff show when a student is struggling. We are so proud to offer:

- Small class sizes (maximum of 15 students)
- Dedicated inclusion team offering academic and emotional support
- Individualised attention and flexible teaching approaches



- Strong pastoral care and a nurturing environment
- Open, honest communication with families

SEND and Inclusion at Key Stage Two

Our Key Stage 2 provision is designed to provide a highly nurturing and personalised environment that supports both academic and emotional development.

Classes are very small, allowing teachers to build strong relationships with each pupil and to tailor teaching to individual needs within the classroom. Because of this high level of individual attention, the need for formal interventions is minimal as support is embedded naturally within daily teaching and learning.

Students in our junior school do not complete standardised testing or take part in the national KS2 SATs. Instead, teachers use continuous assessment and professional judgement to monitor progress and identify any areas where additional support may be beneficial.

Where intervention is required, it is provided in a responsive and targeted way. This may include cycles of:

- Phonics support
- Reading fluency or comprehension groups
- Targeted numeracy or maths support

In addition to their core academic learning, students benefit from specialist teaching in music, drama, and art, which helps to build creativity, confidence, and communication skills.

Emotional wellbeing and social development are integral to our Key Stage 2 curriculum. Nurture is provided through Forest School sessions, where students learn teamwork, resilience, and self-regulation in a calm and supportive outdoor setting. If additional emotional support is required, ELSA (Emotional Literacy Support) sessions are available to help students develop strategies for managing feelings, building friendships, and developing self-confidence.

This holistic approach ensures that every child in Key Stage 2 is known, valued, and supported to thrive academically, socially, and emotionally, laying the foundations for a smooth transition into Key Stage 3.

Our Three-Tiered SEND Support Model at Key Stages 3 and 4

Our provision is structured around a three-tiered model designed to provide the right level of support at the right time.

1. Universal Offer – for all students

- Quality-first and adaptive teaching in every classroom
- Small class sizes enabling individualised support
- Access to assistive technology, where appropriate (e.g. laptops, Read&Write software)
- Mentoring and wellbeing check-ins
- Staff trained in SEND, neurodiversity, trauma-informed approaches, and the PACE model

2. Targeted Support – for students requiring more individualised intervention

At HSW, our approach to intervention is proactive, personalised, and evidence-based.

At the start of each academic year, all Key Stage 3 students complete baseline assessments in spelling, reading, and mathematics. This allows us to identify students who may benefit from additional support.

Following this, students are referred to the English or Maths departments for tailored interventions. In line with the SEND Code of Practice, each intervention follows the Assess–Plan–Do–Review (APDR) cycle, ensuring progress is closely monitored and support remains purposeful.

We know that students learn best when part of their classroom community, so our interventions are designed to complement, not replace, mainstream learning. Typically, two APDR cycles are offered, and progress is tracked through ongoing assessments and teacher feedback.

Form-Time Academic Interventions

For students with a diagnosed additional need who benefit from short, focused sessions, we offer form-time interventions such as:

- Lexia
- Word Wasp
- Toe by Toe
- Touch-Type Read and Spell
- Reading Groups

Social, Emotional and Mental Health (SEMH) Interventions

We recognise that being a teenager can be challenging; navigating friendships, managing emotions, and coping with the pressures of growing up can sometimes feel overwhelming.

Our SEMH support is designed to help students develop confidence, resilience, and a stronger sense of self. They provide a safe space to explore thoughts and feelings, build social understanding, and learn practical strategies for managing everyday challenges.

Each programme is structured around the needs of the individual and delivered by trained staff who know the students well, ensuring support is both personal and meaningful.

Through this approach, we aim to help every young person feel equipped to manage their emotions, maintain healthy relationships, and approach school life with a sense of balance and belonging.

- Social Skills Groups
- Transition Support Groups
- Individual Mentoring
- *The Lighthouse Project* (targeted emotional regulation and resilience)
- Games Clubs and small-group social development activities

3. Specialist Support – for students with higher levels of need

- 1:1 in-class support (where detailed on an EHCP)
- Speech and Language or Occupational Therapy delivered by visiting professionals for EHCP students (these can be accessed privately, at a cost to parents)
- Counselling sessions from an external professional
- Collaboration with external agencies including CAMHS, Educational and Clinical Psychologists, and Early Help

The Lighthouse: Our Inclusion and Wellbeing Hub

The Lighthouse is the heart of inclusion at HSW - a calm, welcoming space where students can:

- Talk through worries in a safe, non-judgemental environment
- Develop self-regulation and emotional awareness
- Build resilience, independence, and confidence

SEND and Inclusion at Key Stage Five

By the time students reach Key Stage 5, the focus of our support naturally shifts towards fostering independence and preparing for adulthood. Many students at this stage have developed the skills, strategies, and self-awareness needed to manage their learning with less formal intervention. Our role becomes one of guidance, encouragement, and targeted support, ensuring that each young person can make confident, informed decisions about their future.

The emphasis at KS5 is on autonomy and self-advocacy. We encourage students to take greater ownership of their learning, organisation, and time management, while maintaining an open-door policy for support when it is needed. Staff work closely with students to develop strategies that build confidence, resilience, and self-efficacy - skills that are vital for success in higher education, employment, and adult life.

Support is available where required, though it is intentionally less intensive and more consultative in nature. This may include:

- Study skills sessions to support executive functioning and revision planning
- Access to mentoring for emotional wellbeing and balance
- Regular check-ins with the tutor or the Deputy Head Inclusion to review progress and next steps
- Continued liaison with parents and external professionals, where appropriate

For students with EHCPs, provision continues in line with Section F, though the delivery may be adapted to promote independence and readiness for post-18 pathways.

The overarching goal of our KS5 offer is to help students leave HSW as confident, capable young adults, equipped with the academic, emotional, and social tools to thrive beyond school.

The EHCP Admissions and Placement Process

We welcome students with Education, Health and Care Plans (EHCPs) where their needs can be appropriately met within our mainstream setting.

Our admissions process ensures that every placement is right for the student and sustainable for their success:

1. **Referral and Review** – Parents or the Local Authority share the EHCP with us. The Deputy Head of Inclusion reviews the plan, focusing particularly on Section F (Provision), to determine whether we can meet the identified needs in principle.
2. **Taster Day** – If appropriate, the student is invited for a taster day to experience life at HSW, meet staff and peers, and develop a sense of belonging.
3. **Mutual Fit** – If the student feels comfortable at HSW and we believe we can help them thrive, we liaise with the Local Authority outlining the support and resources required for any placement to begin.
4. **Panel Decision and Start** – The Local Authority Panel reviews the proposal. If agreed, a start date and personalised transition plan are arranged collaboratively with the family.

This process ensures that every student begins their HSW journey feeling welcomed, understood, and supported from day one.

Transparency and Child-Centred Admissions

At HSW, we are fully committed to being transparent and open with families and local authorities about whether we can meet the needs outlined in Section F of a child's Education, Health and Care Plan (EHCP). We believe that the child must always be at the centre of every educational decision, and part of our responsibility is to ensure that we can provide the right environment, support, and expertise for them to thrive.

Before offering a place, the Deputy Head of Inclusion carefully reviews each EHCP to determine whether the provision required can be delivered within our setting. Where there are elements that fall outside of what we can reasonably offer, we will communicate this openly with families and the local authority. This honest approach ensures that decisions are made collaboratively, with the best interests of the young person at the heart of the process.

We know that the right placement can make all the difference to a child's educational journey, and by maintaining openness and clarity from the outset, we aim to build trust and ensure that every child who joins HSW is set up to succeed.

Working Together with Families

We know that students achieve their best when home and school work hand-in-hand. We maintain open communication with parents, encouraging them to share any reports, updates, or observations that will help us to support their child effectively.

Regular updates are provided through provision maps, meetings, and annual reports, ensuring families remain fully informed and involved in their child's progress.

Our aim

To ensure that every young person at HSW feels: *seen for who they are; supported to grow and challenged to achieve their potential.*

At HSW, inclusion is not a department - it is the foundation of our school culture. We are proud of our commitment to every learner and our belief that, with the right support, every child can thrive.