

# *HALL GROVE SCHOOL*



## *Special Educational Needs and Disability Policy and Information Report - Including EYFS*

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# **HALL GROVE SCHOOL - SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

## ***Introduction***

This policy explains how Hall Grove School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements. Hall Grove is an independent day prep school for pupils aged 3 – 13 with a small boarding house that allows children to flexi-board. At Hall Grove we pay regard to the individual learning needs of all our pupils while paying particular attention to those with specific short or long term additional educational needs.

We aim to enable every child to achieve his/her full academic potential whether it be through providing Learning Support or putting in place provision for those who are Gifted and Talented. The child is at the heart of everything we do and staff aim to develop a strong working partnership with pupils so that they feel they have a voice and meaningful input into their needs for learning.

## **1: AIMS AND OBJECTIVES**

The Learning Support Team strives to maintain an inclusive community where the strengths of individuals are celebrated and it is understood by all that some children may require specific tools or interventions at different stages during their time at the school in order to achieve their best and become confident individuals. We work closely with each teacher in their role of accountability and responsibility for every child in their class. We have high aspirations for all children in our care including those with SEND.

***This is in line with the aim of the SEN Code of Practice 0-25:- children with SEND will achieve well in their early years, at school and in college, and lead happy and fulfilled lives.***

Our vision is to;

- Enable every child to achieve his/her full academic potential (including Special Needs and Gifted and Talented provision) in small classes.
- Help all pupils to develop their individual personalities within a stimulating environment.
- Remove barriers to achievement
- Provide a strong pastoral system which responds to the needs of the individual.
- Develop a partnership between home and school by communicating the social and academic progress of each child to parents through regular parents' evenings, mid-term assessments, detailed end of term reports and personal contact.
- Foster as many possible talents of the individual, e.g. musical, artistic, sporting, dramatic or other, by providing an environment which motivates the child to engage in and explore the many activities Hall Grove has to offer.
- Encourage positive relationships, good manners, social awareness, and a sense of responsibility and discipline.

Staff work hard to ensure that lessons are planned well enough to enable all children to fulfil their potential. When planning, teachers differentiate areas/concepts of difficulty in order to break down or remove potential barriers to pupils' achievement.

In the Early Years Foundation Stage, our Teaching and Learning Policy reflects the Mainstream Core Standards to ensure access to the learning environment for children and

young people with SEND. We acknowledge that there may be members of staff or parents of pupils with disabilities – see Accessibility Policy.

Staff understand that there will be several children throughout the School who would benefit from learning intervention but who may not qualify as having ‘Special Educational Needs’. If the progress of any child becomes a concern staff try hard to put strategies or extra support in place to enable the pupil to catch up.

## **2. COMPLIANCE**

The SEN Code of Practice 0-25 is Statutory Guidance for all Early Years providers in the maintained, private, voluntary and independent sectors that are funded by the Local Authority. At Hall Grove, this applies to the Early Years and Reception classes. From Year 1 through to Year 8 we pay regard to the Code of Practice (2014). The UK Equality Act 2010 is statutory for all schools including Independent Schools.

Hall Grove School is a co-educational independent day prep school with flexi-boarding providing a Preparatory School Curriculum for children from the ages of 3 – 13.

Hall Grove School is not a specialist provider under Section 41 of the Children and Families Act 2014.

This policy and information report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 June 2014 (updated May 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- UK Equality Act 2010
- SEND Code of Practice 0-25 2014 (updated 2015)
- Statutory Guidance on Supporting pupils at School with Medical Conditions April 2014
- NASEN advice on updating SEN Policy for Schools 2014
- KELSI website guidance on SEND services for pupils in the Early Years Foundation Stage
- Data Protection Act 1988 (updated 2018)

This policy should be read in conjunction with other school policies including: Admissions, Anti-Bullying, Accessibility Plan, Complaints, Curriculum, Data Protection, EAL, Gifted and Talented, Equal Opportunities, Individual iPad policy, and Safeguarding and Child Protection.

This policy was created by the school’s SENCO, Mrs G Harris.

## **3. DEFINITIONS**

### ***What does SEND Mean?***

‘A child of school age or a young person has Special Educational Needs if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for him or her.’

A **learning difficulty** is when a child has a significantly greater difficulty in learning than the majority of others of the same age.

**A specific learning difficulty** is a precise difficulty, such as dyslexia, with specific tasks that can occur alongside any level of underlying ability. In our setting this often includes children who are potentially able or very able. However, without intervention, these children would potentially face difficulty reaching their full potential.

A child is **disabled** if he is blind, deaf, or dumb or suffers from a mental disorder of any kind or is substantially or permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

An **impairment** is the loss of normal functions no matter how small.

A **disability** is a physical or mental impairment which has a long-term (over a year) and substantial (more than minor or trivial) adverse effect on the child's ability to make use of facilities of a kind generally provided for others of the same age in mainstream school.

Section 6, Equality Act 2010

This includes Autism Spectrum Conditions and ADHD of sufficient severity, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

A **handicap** is impairing factors that not only prevent individuals leading a normal life but also lead to disadvantage or significant handicap.

For children aged two or more **Special Educational Provision** is referring to provision that is *additional to* or *different from* that made generally for other children of the same age. (Special Educational Needs and Disability Code of Practice: 0–25 years 2014)

### ***What does SEND not Mean?***

Other factors that may impact on progress and attainment but are not considered in isolation to be SEN are as follows:

- Attendance and punctuality
- Health and welfare
- EAL - Children must not be regarded as having a Learning Difficulty and/Disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with **English as an Additional Language**
- Being a Looked After Child
- Disability i.e. a disabled child may not necessarily have difficulty learning although they may need reasonable adjustments made in order to access all learning opportunities without being placed at a disadvantage.

## **4: ROLES AND RESPONSIBILITIES**

### **4.1 The Learning Support Team** (Responsible for the Coordination of SEND Provision)

SENCO	Mrs G Harris
Learning Support Teacher	Mrs T Laws
Specialist Teacher (Dyslexia and Literacy)	Mrs A Moore
Early Years and Reception Section Leader	Mrs Samantha Tomlinson

The Headmaster and SENCO, are responsible for overseeing the whole school provision for pupils with SEND. The SENCO coordinates the SEN provision assisted closely by Mrs Laws, Mrs Moore and Mrs Tomlinson. The Learning Support team offers specialist help to pupils in areas of dyslexia, and Literacy (reading, writing and spelling), as well as a range of other support covering a variety of SEN. The team also offer professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

#### ***4.2 Role of SENCO***

The SENCO meets with the Head when the need arises. The Learning Support team meets formally on a weekly basis and informally throughout the week. Additionally they meet with staff in section meetings, staff meetings and during INSETs.

The SENCO, with the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupil's achievements and by setting targets for improvement. The SENCO collaborates with Heads of Faculties and Section Heads so that the learning for all children is given equal priority and available resources are used to maximum effect.

There are four key areas of co-ordination:

1. Strategic direction and development
2. Teaching and Learning
3. Leading and Managing Staff
4. Efficient and effective deployment of staff and resources

To provide the continuity of administration and liaison, the Learning Support team have the time in which to monitor and evaluate SEN provision throughout the school. They also produce Provision Maps.

The SENCO oversees progress reviews regarding children who have SEN and have an Education, Health and Care Plan within the Code of Practice.

#### ***Key Responsibilities of SENCO***

- Help all pupils in its care to access the curriculum and extra-curricular activities regardless of background, race or abilities.
- Ensure pupils with identified needs make expected levels of progress
- Plan, deliver and review practice regularly to ensure needs are being fully met, either with individual pupils and/or within the classroom context
- Ensure that wherever possible all children are taught in their own class group and only withdrawn from the classroom where additional specialist support is considered essential to provide skills and strategies to enhance their performance.

- Use data to accurately analyse pupil progress and address challenges
- Oversee and manage the provision for SEND and all identified vulnerable groups
- Ensure that the legal requirements of the 2014 SEND Code of Practice: 0–25 years are followed and that students with SEND receive their entitlement at the relevant stages
- Co-ordinate the identification and assessment of students' individual needs, manage Statements, Education, Health and Care Plans (EHCP) and associated Reviews
- At exam time, manage the assessment of pupils and assist in the dissemination of information throughout the school advising on examination access arrangements where appropriate
- Oversee day-to-day work and organisation of the Learning Support Team: liaising with all academic and support staff with planning in supporting SEND needs of pupils
- Advise and support teaching staff with regard to teaching methods, resources and the needs of groups or individuals identified as having SEND or other additional needs
- Involve and work closely alongside the school nurses who have the overview of children with Social, Emotional and/or Mental Health issues and who are aware of those on the Learning Support Register.
- Ensure that parents of pupils with identified needs are regularly consulted and kept informed by devising effective lines of communication between all involved: staff, tutors, therapists, parents and external agencies.
- Oversee Continued Professional Development (CPD) opportunities for staff in relevant areas e.g. differentiation, behaviour management, SpLDs and appropriate teaching strategies
- Monitor and keep abreast of national developments and advise Senior Management Team on policy and statutory changes, keep School policy updated
- Promote effective liaison with feeder schools and external agencies

### ***4.3 The Headmaster***

- The Headmaster will work with the SENCO to determine the strategic development of the SEN policy and provision in school.
- Have overall responsibility for the provision and progress of learners with SEND.

### ***4.4 Responsibilities of Staff***

High quality teaching

The progress of pupils with SEN is every teacher's responsibility. Teachers should be:

- Identifying and assessing children who may be a cause for concern
- Setting personal targets for pupils they teach
- Monitoring pupils' progress
- Ensuring that all pupils have access to the curriculum
- Planning differentiation
- Liaising with Learning Support, TA's and other support staff
- Referring pupils to the SENCO
- Liaising with parents and pupils
- Developing, reviewing and delivering Individual/Personal Targets
- Being responsible for their own development via INSET

### ***4.5 Teaching Assistants (TAs) and Non-Teaching Staff***

These colleagues often play a crucial role in the lives of our pupils. We expect and encourage staff to contribute and participate in discussions about pupils experiencing learning difficulties. They are included in our whole school INSET and are given specific training in relevant areas in order to further their role.

#### ***4.6 Parents/Guardians***

Parents/guardians are charged with the responsibility of:

- Informing the school about any SEND needs their child may have upon entering school.
- Making themselves aware of the SEND Policy of the school.
- Striving to achieve a partnership with the school with regard to their child's learning
- Being involved with outside agencies where necessary
- Requesting assessment where necessary
- Expressing a preference for which school they would like their child to apply.

#### ***4.7 Involving Pupils***

We aim to involve all children in their own education. Pupils are involved with setting their personal/individual targets through discussion with their class teachers/study tutors. Pupils are also given the opportunity to share work and achievements with other children and adults. Their work is frequently on display. Pupils are regularly encouraged to discuss their needs and feelings with staff.

#### ***4.8 Curriculum Entitlement***

Hall Grove strives to develop an inclusive curriculum providing a framework of clear, achievable, aims and objectives. Through this, opportunities for success will be built into planning and schemes of work in order to nurture positive attitudes and inspire confidence in the children with regard to their abilities.

When staff plan schemes of work and/or lessons, they should consider the appropriate differentiation for their children with Special Educational Needs; schemes of work undergo continuous evaluation.

## ***SEN INFORMATION REPORT***

### ***5: IDENTIFICATION AND ASSESSMENT OF SEND***

- *How does the school know if children/young people need help?*

This process begins before a child starts at the school. We aim to be proactive in gathering information about prospective pupils in order to have any necessary arrangements in place before they arrive. This information is gathered from the following sources:

- Parental disclosure on the admissions form
- Taster day observations
- Taster day assessments (Year 3 upwards)
- Conversations with parents and, where needed, external teachers during or following on from a taster day

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether or not special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core teaching, or whether something different or additional is needed.

Systems are in place within the school to identify children who may have SEND and to put early interventions in place accordingly. These include:

- Taster days for all new pupils from Year 1 and above who apply to join the school.
- Analysis of all whole-school assessment data including Early Years baseline assessment, Early Years profiling and standardised assessments in reading, spelling and Maths.
- Weekly Pastoral Meetings and alternate week Section Meetings are held during Tuesday break times where concerns observed by teachers can be raised, discussed and followed up.
- Feedback from Teaching Assistants who have noticed that a pupil is experiencing difficulty with certain tasks over a period of time or to whom a child may have expressed concern about their own work.
- Staff completion of an SpLD checklist
- Observation of individual pupils by the Learning Support Department at any stage which will normally lead to discussion of strategies to try both at school and at home with parents, teachers and the child concerned.

Possible interventions might include:

- Differentiated work within the classroom

- Support by a teacher/assistant within the classroom
- Support within a small group
- 1:1 teaching
- Working with an outside agency

In the case of a child with English as an additional language, care is taken to separate out whether lack of progress is due to their inexperience in a new language or whether the child has a co-existing learning difficulty or disability. ***Difficulties related solely to limitations in English are not SEND.***

Disruptive or withdrawn behaviour from a pupil can be a flag for assessment into potential underlying causes, such as an unresolved Specific Learning Difficulty or an unresolved bullying issue. Behaviour is understood to be a form of communication rather than a root cause of difficulty.

Children with medical difficulties will have an Individual Healthcare Plan. If a child has a medical difficulty and a learning difficulty, there is close liaison between the school nurse and the SENCO. If a child has a disability then reasonable adjustments will be made.

### ***5.1 Consulting and Involving Pupils and Parents***

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupils strengths and weaknesses
- We take into account the parents' concerns
- We take into account the pupil's feelings and worries about their learning
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The next steps:

1. The class teacher will discuss the child's progress using recent data and advise parents accordingly.
2. An SpLD will be completed by the form/class teacher
3. A meeting will be arranged between the parent and a member of the Learning Support Team
4. If necessary an internal screening will be arranged
5. Parents will be signposted to an outside assessment for a more in depth assessment.

Notes of these early discussions will be added to the pupil's profile and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### ***5.2 A Graduated Response to Learning Support***

- *How will the school staff support my child and how will the curriculum be matched to their needs?*
- *How will the school support me to support my child's learning?*
- *How is the decision made about the type and level of support provided to my child?*

In order to help children who have SEN, we have adopted, as recommended in the SEN Code of Practice, a 'graduated response' that encompasses an array of strategies.

The class or subject teacher will work with the Learning Support Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour admission details
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services

The following needs may be identified:

Cognition and Learning Difficulties  
Behavioural, Emotional and Social Difficulties  
Communication and Interaction Difficulties  
Sensory and Physical Difficulties

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We will follow the graduated approach and the four-part cycle of *assess, plan, do, review* as shown below:

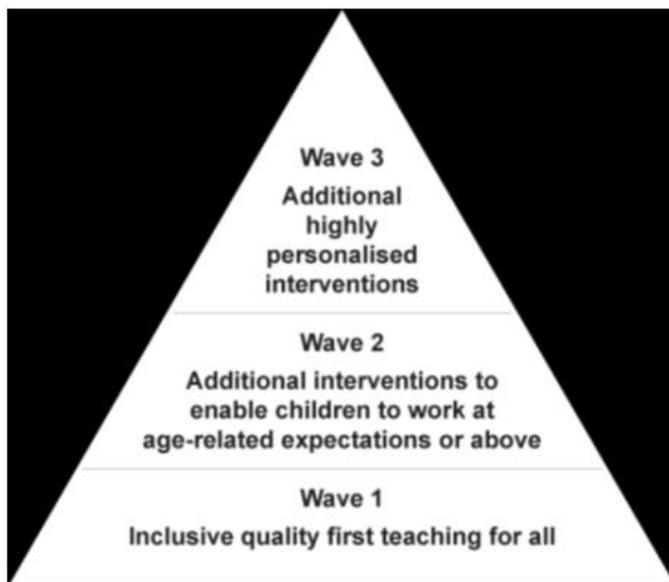
### **ASSESS**

If quality teaching strategies and differentiated learning fail to enable a child to progress, parents will be informed usually in a meeting or by telephone prior to further assessment/screening taking place. Working together, using a wide range of data and information including the views of the child and their parents, a clear picture of the pupil's needs will be drawn up with the class teacher/subject teacher/form tutor and Learning Support Department. From this initial assessment, it may be appropriate to arrange:

- For the pupil to be given a screening assessment to determine the individual's strengths and weaknesses. Form staff will be asked to fill in a SpLD
- Consultation of school based assessments
- Input from external agencies, as explained above. The school will make contact with external agencies with parental consent. The terms of involvement and invoicing are agreed directly between the parents and the external agencies where applicable
- LEA statutory Assessment under the requirements of the 1996 Education Act enables the LEA to decide whether or not to undertake an assessment that may or may not lead to an Education, Health and Care Plan specifying provision for the child. During this process the LEA will seek educational, parental, medical and psychological advice as part of the assessment procedure. Class teachers will be asked to contribute to this advice. Formal assessment of this kind tends to be instigated by the school, but parents can ask the LEA to carry out formal assessment. The LEA must consider the request based on evidence

## **PLAN**

The Learning Support Team maintains a whole-school 'Learning Support Register' which outlines the types of support being made available to pupils with SEND or who require short-term 'boosting' support to bring their levels of attainment in line with their peers. When planning this support the school uses a 'Wave' model of intervention:



Following the process of assessment outlined above, a decision will be made as to whether the pupil requires on-going 'Learning Support' at Wave 2/3 and the nature of this support will be discussed with key members of staff, the pupil and their parents. If additional support is not required, clear advice will be provided to subject teachers in relation to Wave 1 to ensure that the pupil's needs are being provided for appropriately in class.

If Wave 2/3 provision is required the pupil will be placed on the 'Learning Support Register' so that their support programme can be clearly recorded and progress can be closely monitored. Advice will be provided to all teachers to be implemented in class. Pupils receiving more specialist support at Wave 3 will have an Individual Learning Plan (ILP) outlining desired outcomes, specific targets, strategies, approaches and review arrangements. At Hall Grove School Wave 3 provision equates to the 'SEN Support' provision outlined in the national 2014 SEND Code of Practice 0-25 years.

For children with clearly diagnosed SEND or Specific Learning Difficulties, an Individual Learning Plan will be drawn up with involvement from parents, class teacher/form tutor/subject teacher and SENCO with the views of the child taken into account.

## **DO**

The key areas of focus will be addressed by a combination of quality class teaching embodying specific strategies for that child to address potential areas of difficulty and to remove barriers to learning. Guidance will be given as to what strategies, activities and learning tasks should be incorporated at home and when appropriate, additional interventions before, after or during

the school day. From Reception to Year 3 teaching assistants also have input into the above. Support staff may be used and involved in Years 2 – 8.

## **REVIEW**

The progress of the child is reviewed at least once year. Review meetings take place through parent consultations during individual appointments. Sometimes an update of an Individual Learning Plan is triggered by new information such as a further assessment. Children who have been signed off from requiring further intervention are monitored through internal and national assessments for a year afterwards to ensure that they are continuing to make the desired level of progress.

### **5.3 Additional Support for Learning**

Teaching assistants carry out a vital role in supporting all children with their learning. With regard to children on the SEND register, they liaise closely with form teachers and the Learning Support Team. Teaching assistants are involved in meetings with external specialists, when appropriate, in order to lend support to the recommendations of specialists in class. Teaching assistants are included in whole school INSET and are given opportunities for specific training in relevant areas in order to further their role.

In rare cases where the school offer is insufficient to meet the special needs and or disability of a pupil for a very specific reason but the view of the parents is that they would like their child to continue their education at Hall Grove and do not want to apply for an EHCP, an individual Teaching Assistant may be commissioned by parents for their child.

The progress of some pupils may remain a concern, despite high-quality teaching focusing on their areas of weakness.

***The SEN Code of Practice 0-25 describes inadequate progress as:***

- ***Progress which is significantly slower than that of their peers starting from the same baseline***
- ***Progress which has slowed down, OR***
- ***The attainment gap between the child and peers has widened***

For these pupils, following consultation with parents, an individual assessment will be recommended in order to inform interventions and to narrow down the possible cause of difficulty.

If further diagnostic advice is required, following parental consultation, there are two options:

1. We have links with a range of external specialists and health professionals who will come into school to conduct observations and/ or assessment and where appropriate, to attend review meetings. This allows for a joined-up service where all stakeholders are working together and the child is seen in their familiar school environment. External specialists will invoice parents directly for these services.
2. Parents have the option of commissioning specialists outside of school.

The school will make recommendations based on the most current information available but parents take responsibility for their decision when commissioning external services.

The focus of the SEN Code of Practice 0-25 is on **outcomes**, using the graduated response. This is a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

#### ***5.4 Training of Staff***

Relevant courses and conferences designed to develop knowledge and understanding of special needs, new legislation and current good practice will be attended by the members of the Learning Support Team.

All teachers and Teaching Assistants will be advised and guided by the SENCO and will also attend any relevant out of school courses if it will be of benefit to the pupils. As part of our commitment to helping all children in the most appropriate way, in-service staff training is on-going and continuously reviewed. Staff differentiate work and are encouraged to employ a range of methods within the classroom to address the needs and varied learning styles of all of the children.

#### ***5.5 Specialist Agencies***

Depending on the Special Educational Needs of a child, parents may be sign posted to the following services:

- Dyslexia and Literacy Specialists (available at Hall Grove)
- Educational Psychologists
- Paediatricians
- Clinical Psychologists
- Occupational Therapists
- Behavioural Optometrists
- Speech and Language Therapists
- Counselling Services

The school signposts individual parents to other organisations for support. Some events applicable to a number of parents are advertised in the school newsletter. Plans are in place for making more information available on the website.

#### ***5.6 Assistive Technology - Laptops***

Assistive technology is made available by allowing certain pupils to use a laptop in class. Pupils are entitled to the use of a laptop for examinations and class work only when specified by a specialist and once a child's typing exceeds their handwriting speed. Once this has been achieved, parents are encouraged to purchase a laptop and set it up for safe school use. Parents agree with the school that the laptop is not the responsibility of the school.

#### ***5.7 Funding of SEND Support***

The SENCO manages the school budget for SEN support.

The school fees cover:

- Staffing
- Staff Training
- Maintenance and Resources
- Improvements to the work of the Learning Support Team

This service does not include fees for external or internal 1:1 specialists commissioned by parents to offer a service to their child in school and does not include additional Teaching Assistants commissioned by parents to work with their child in preference to applying for Statutory Assessment.

Further funding for pupils who have an EHCP may be available from:

*Education, Health and Care Plans Surrey County Council - Local Offer*

*<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-localoffer-support-and-advice-for-children-and-young-people-with-send>*

*[http://new.surreycc.gov.uk/data/assets/pdf\\_file/0020/16850/Guide-to-Surrey-SEND.pdf](http://new.surreycc.gov.uk/data/assets/pdf_file/0020/16850/Guide-to-Surrey-SEND.pdf)*

### **5.8 Effectiveness of SEND Provision**

- *How will the school know that what they are providing is helping my child make progress?*
- *How will I know how well my child is doing?*

The start date and outcome of all/most forms of provision are recorded on a termly basis.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's individual progress towards their targets each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils on the Learning Support Register

Parents will be kept informed through written feedback/meetings with a member of the Learning Support Team

## **6: MANAGING PUPILS' NEEDS ON THE LEARNING SUPPORT REGISTER**

Our Learning Support Register is designed to be a practical document that can be used for conveying essential information to all staff who may encounter a child during the working day. The main information that it carries is practical pointers for all staff in relation to each child and examination concessions.

There is now one category of support 'SEN Support'. The Register is maintained by the Learning Support Team. A master copy is accessible by all teaching staff and is constantly updated.

In some exceptional circumstances it may not be possible to meet the needs of a child through this graduated approach. In this instance, we would support parents in an application to the

Local Education Authority for Statutory Assessment and consideration of an Education and Health Care Plan.

### ***6.1 Criteria for Exiting the Learning Support Register***

The emphasis now is on outcomes not provision. Once the focus of the ILP has been achieved and there are no new foci needed, SEN provision will cease but the child will be carefully monitored for a year.

### ***6.2 Transition Arrangements***

- *How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?*

The Learning Support Team is closely involved with the admissions team to ensure that a child's entry into the school is well prepared for.

With parental consent, the SENCO liaises with the SENCOs of other local destination schools to prepare the transition on to the next school. Additional visits for children who find change difficult at any stage can be arranged here or negotiated with the next school. The SENCO liaises closely with the Deputy Head and class teachers with regard to advice for future schools.

Transition from Pre-Prep to Lower Juniors is carefully planned. Throughout the summer term, all children in Pre-Prep spend half a term making additional visits to meet the form teachers of Year 3 before they are due to move up. Pre-Prep pupils join in break times and assemblies with Year 3, and Year 3 staff visit the Year 2s in their classrooms to carry out reading sessions in order to get to know the children.

Links with other prep schools and secondary or independent schools are strong. Links are particularly important when a child with a statement of SEN or EHCP, changes schools. A transfer meeting is arranged where the SENCO from the proposed school visits the present school to facilitate a smooth transfer.

### ***6.3 Access Arrangements***

- *Who decides what support/resources should be provided - and how?*

Access arrangements in examinations are made available to all children who are entitled to them. They allow pupils to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way we will comply with the duty of the Equality Act 2010 to make reasonable adjustments. The method of obtaining access arrangements differs according to the type of examination:

Computers may be used by candidates certified as having specific learning difficulties. The spellchecker must be disabled unless, in exceptional cases, the candidate has been recommended by a specialist for it to be kept on. In exceptional cases, we may provide a reader or scribe or allow use of voice recognition software or reading software. For visually-

impaired candidates we can arrange for copies of the examination papers to be enlarged to A3 as long as the pupil is known to us a year in advance to allow notification to the Board.

**Internal school assessments:** these are granted on the basis of evidence from an Educational Psychologist, Occupational Therapist, Paediatrician or Specialist Teacher's report. The length of examinations including the extra time is printed on examination timetables. For visually-impaired candidates we can arrange for copies of the examination papers to be enlarged and the questions printed on a cream coloured paper.

#### **6.4 Facilities for SEND Pupils**

Within the school we have two areas for Learning Support to take place outside of our normal classrooms. For 1:1 specialist teaching or group work, there is a teaching room located under the archway opposite the staffroom in the main building (the Archway Room), and a second classroom (the Coach House Room) more suitable for group work in the cobbled courtyard outside the Wessex Building. Wherever possible, support is given within the classroom or class setting except for group sessions.

### **7: SUPPORTING PUPILS AND FAMILIES**

- *Who can I contact for further information and how can I get involved?*

The best way to support a child is when school and family are working closely together and when the school is supporting the family in their support for the child.

If a family decides that they do not wish their child to access any additional support or further assessment beyond the classroom, the school will keep an internal record that these recommendations have been made and refused.

The teaching load of the Learning Support Team is adjusted to allow time within each school day for reasonable communication with parents.

Regular coffee mornings are run by the Learning Support Team for parents of children who are receiving learning support. These allow parents to offer each other vital support and exchange valuable information.

The school diary is a regular means of home/school contact. Staff and teaching assistants supporting those with SEND aim to give additional contact through the planner or via telephone calls. Parents of children with SEND will have additional input into the preparation for school trips

#### **7.1 Involvement and Consultation of Pupils with SEND**

- *What opportunities are there for my child to discuss how well they are doing?*

When a pupil has been identified as having SEN, the pupil will be consulted about and involved in the arrangements made for them in a way that is appropriate to the child's age. Child-speak resources are available, mainly in the form of books and also suitable web links, for children to gain an understanding of their individual condition. These are shared with parents.

## **7.2 Pupil Contribution to Policy**

- *What do the children in the school understand about SEND?*

Through whole school assemblies, section assemblies, PSHEE and circle time, children are taught to accept people for who they are and rather than change their behaviour, try to treat everyone the same – we are all unique and different. Pupils are encouraged to talk about their differences and discuss how we can all help each other.

Pupils are well prepared so that they know....

- What to do if they are worried about their learning
- What to do if they are feeling unhappy /anxious at school
- What/who is the Learning Support Department for?
- How to get information about different learning styles and conditions
- How to behave appropriately if a peer has something that makes them seem different?

## **7.3 Allocation of SEND Resources**

There are no specific resources or funding available for pupils with SEND who do not have an EHCP. However, small classes and sets, full-time Teaching Assistants in Early Years and Pre-Prep enables individual children, who have been identified as having a Learning Difficulty/or Disability to be provided with an appropriate amount of support. If parents request it, the SENCO can assist in organising individual teaching for some pupils by an external specialist, but funding for this is provided by the parents of the pupils involved.

## **13: ENABLING PUPILS WITH SEN TO ENGAGE IN ALL SCHOOL ACTIVITIES**

At Hall Grove the flexi-boarding, extra-curricular activities and school visits are available to all pupils, including our before and after school clubs. No pupil is excluded from taking part in these activities because of their SEN disability.

All pupils are encouraged to take part in sports day, school plays, and special workshops.

All pupils are encouraged to go on our residential trips to Batisborough and on our various sports/music tours.

- *How accessible is the school – indoors and out?*

Hall Grove is constantly improving access facilities for wheelchair users. Most of the site is wheelchair accessible apart from the second floor of the main building. Wheelchair toilets are in New Hall. The toilet in The Barn has baby changing facilities.

The listening environment has been improved in several rooms by the use of sound boards and carpeted floors.

*Please see Whole School Accessibility Plan for full details.*

## **9: STORING AND MANAGING INFORMATION**

In line with school policy, SEN information will be stored securely at school and only those with legitimate access will be allowed to see it. Hall Grove School is fully committed to

compliance with the requirements of the GDPR Data Protection Act 2018 which came into force on 25<sup>th</sup> May 2018. The school will therefore follow procedures which aim to ensure that all employees who have access to any personal data held on or on behalf of the school are fully aware of and abide by their duties under the Data Protection Act 2018.

When requested and with parental permission, information will be passed on to a child's destination school. If not passed on, it will be securely stored at Hall Grove.

## ***10. ADMISSION ARRANGEMENTS FOR CHILDREN WITH SEND***

The Early Years and Pre-Prep (Early Years - Year 2) is largely non-selective, however, where a child's needs are not able to be met due to substantial learning or behavioural difficulties, for example, that child would not be admitted because:

- They may not be able to access our Prep School Curriculum or the Common Entrance syllabus
- We may not have the specialist facilities they need
- They may create an imbalance of individual needs within the mainstream classroom
- Accepting them may jeopardise the performance and progress of their peers

Children with SEN are accepted into Lower and Upper Juniors as well as the Senior Section (Years 3 – 8) on the clear understanding that they will be able to cope with the demands of an academic environment. Weaker children are sometimes admitted if they can demonstrate that they have other strengths (sport, music, art etc.) and show that they can apply themselves without disruption to the academic ethos of the school. If a pupil is accepted into the school and the special needs become apparent at a later stage, the school will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the parents to provide additional outside support or, depending on individual circumstances, withdraw the pupil.

Our experience is that children of this age are best helped by splitting teaching groups for some or all of the Core Subjects (Maths, English and Science) into graded sets according to ability and need. We also provide specialist teaching in French, Music, PE, Games, Dance and Drama so that all children experience a broad education.

Some children will receive regular individual teaching (in or outside of school) with a Speech and Language or Occupational Therapist for which the parents are required to pay. Children are accepted into the Senior School (Years 7 – 8) on the basis of clear evidence that they will find a course of study leading to Common Entrance at 13 to be satisfying and achievable, at the level of attainment that is appropriate to them. Parents are advised carefully about the suitability of senior schools, bearing in mind that the Independent Senior School sector provides for the full academic range, and families are encouraged to set realistic targets.

The school provides, at no extra cost to the parents, additional study classes for potential scholars and CE candidates, and there are special tutorials in study skills in preparation of final exams. Some children will also receive individual specialist teaching for which the parents pay. Occasionally, pupils in the Senior School will also receive extra reading practice or support in lessons provided by the school.

When a child joins Hall Grove, the following action is taken:

- The SENCO or a member of our Learning Support team meets with the parents and pupil

- if appropriate the SENCO, Learning Support staff and/or class teacher may contact the previous setting to discuss the child's SEND with previous teachers/practitioners/others
- Written information is requested from the past setting/school and acted upon
- All relevant information is shared with the new class teacher so that he/she is aware of the child's needs
- SENCO advises class teacher of any assessments that may need to be carried out
- Individual/Personal Targets are set and shared with parents
- Child is added to the SEND register.

## **11: COMPLAINTS ABOUT SEN PROVISION**

- *Who should I contact if I have any questions or concerns?*

The normal arrangements for the treatment of complaints at Hall Grove are used for complaints about provision made for SEN. We encourage parents to discuss their concerns with the class teacher in the first instance, then the SENCO or the Head Teacher to resolve the issue before making the complaint formal. If the complaint is not resolved after it has been considered then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal further.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about an alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

*Please see Complaints Procedure for further detail.*

## **12: CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN.**

<https://www.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send>  
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=NpVDtph7brU>  
<http://www.coreassets.com/what-we-do/independent-support-service/locations/surrey-county-council/>  
<https://www.familyvoicesurrey.org/advice-and-support>

## **LINKS WITH OTHER POLICIES**

### **13.1 Bullying**

All playground supervisors are aware of pupils with specific conditions that may impact on their experience of and behaviour during playtime. To ensure that all of our children receive equal protection, we will give special consideration and attention to children:

- who are disabled or have special educational needs;

- who may be particularly vulnerable or for whom additional barriers may exist in recognising abuse and neglect;
- of whom assumptions may be made that behaviour, mood or injury may relate to the disability, when exploring the possibility of abuse.
- Children with SEN or disabilities may be disproportionately impacted by bullying

Children on the Autism Spectrum can be especially vulnerable to bullying and to being set up to carry out ‘dares.’

Children are taught that at times, we all make friends, break friends, say horrible things to each other and jostle for places in the pecking order of school and family. However, unfriendly behaviour is not acceptable if it is:

- Repetitive, wilful or persistent.
- Intentionally harmful, carried out by an individual or group.
- There is an imbalance of power, leaving the person who doesn’t like it feeling defenceless.

Pupils are taught that it is unacceptable to keep picking on someone because they think they are cooler, smarter, stronger or better than another pupil or because another pupil finds it hard to ‘read’ social behaviour.

*Please see whole school Anti-Bullying Policy for further detail.*

### ***13.2 Supporting Children with Medical Conditions***

- *What pastoral, medical and social support is available for children with SEND?*
- *How does the school manage the administration of medicines?*

The school recognises that pupils at school with medical conditions, in terms of both physical and mental health, should be properly supported so they have full access to education including schools trips and physical education, remain healthy and achieve their academic potential. Some pupils with medical conditions may be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010. The school nurses and the Learning Support Team work together to ensure seamless provision is available for children with SEND.

The School follows the statutory guidance Supporting Pupils at School with Medical Conditions (Sep 2014) issued under Section 100 of the Children and Families Act 2014 to ensure that all pupils with medical conditions are effectively supported and feel safe. In addition to the educational impacts, the school recognises there are social and emotional implications associated with medical conditions.

All children have open access to the school nurses between the hours of 0830 and 1700.

#### ***Administration of Medicines***

Information about the administration of medicines can be found under Administration of Medicines appendix in the School Medical Policy. This has been developed to reflect the statutory guidance outlined in ‘Managing Medicines on School Premises’ detailed in the document ‘Supporting Pupils at School with Medical Conditions (Sep 2014)’.

### ***13.3 Individual Health Care Plans (IHCP)***

Children with specific medical conditions have an Individual Health Care Plan (IHCP). They are located on the school server for staff to access to ensure consistent standardised provision of care. Plans are drawn up in partnership between the school, parents and a relevant healthcare professional who can best advise on the particular needs of the child. They are updated regularly. The aim should be to capture the steps which the school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education.

Where the child has a SEN identified and is undergoing statutory assessment, the IHCP should be linked to the Individual Learning Plan (ILP) for that child.

If any school staff training needs are identified through developing the IHCP, these are addressed and the school nurses/Deputy Head will deliver/organise appropriate training. Once the IHCP has been completed and implemented, it will then be circulated to relevant staff and made readily accessed on the computer.

In conjunction with this, updated Visual Medical Information Lists are displayed in the staff room and Medical Room. All IHCPs are reviewed annually or when a condition changes initiated by the parent and/or school nurse/external healthcare professional/agency.

A full needs assessment is undertaken by the school nurse and from that an Individual Healthcare Plan is devised. Any specific personal care needs that are highlighted in the IHCP can then be addressed and appropriate strategies put in place to support the child.

### ***13.4 Safeguarding of Pupils with SEND***

The school ensures the safety of children and young people through constant training and updating of the Safeguarding Policy.

### ***13.5 Pastoral Support for Children with SEND***

All children have open access to our school nurses in the role of an active listener between the hours of 0830 -1700. Pastoral work is also undertaken by the Pastoral Care staff and class teachers. Children with specific pastoral needs can access a school counsellor by appointment with parental consent arranged by the school nurses. The school nurses are involved in a range of pastoral provision throughout the school and play an important role supporting all children at Hall Grove.

## ***14: REVIEWING THE POLICY***

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to information are made during the year.