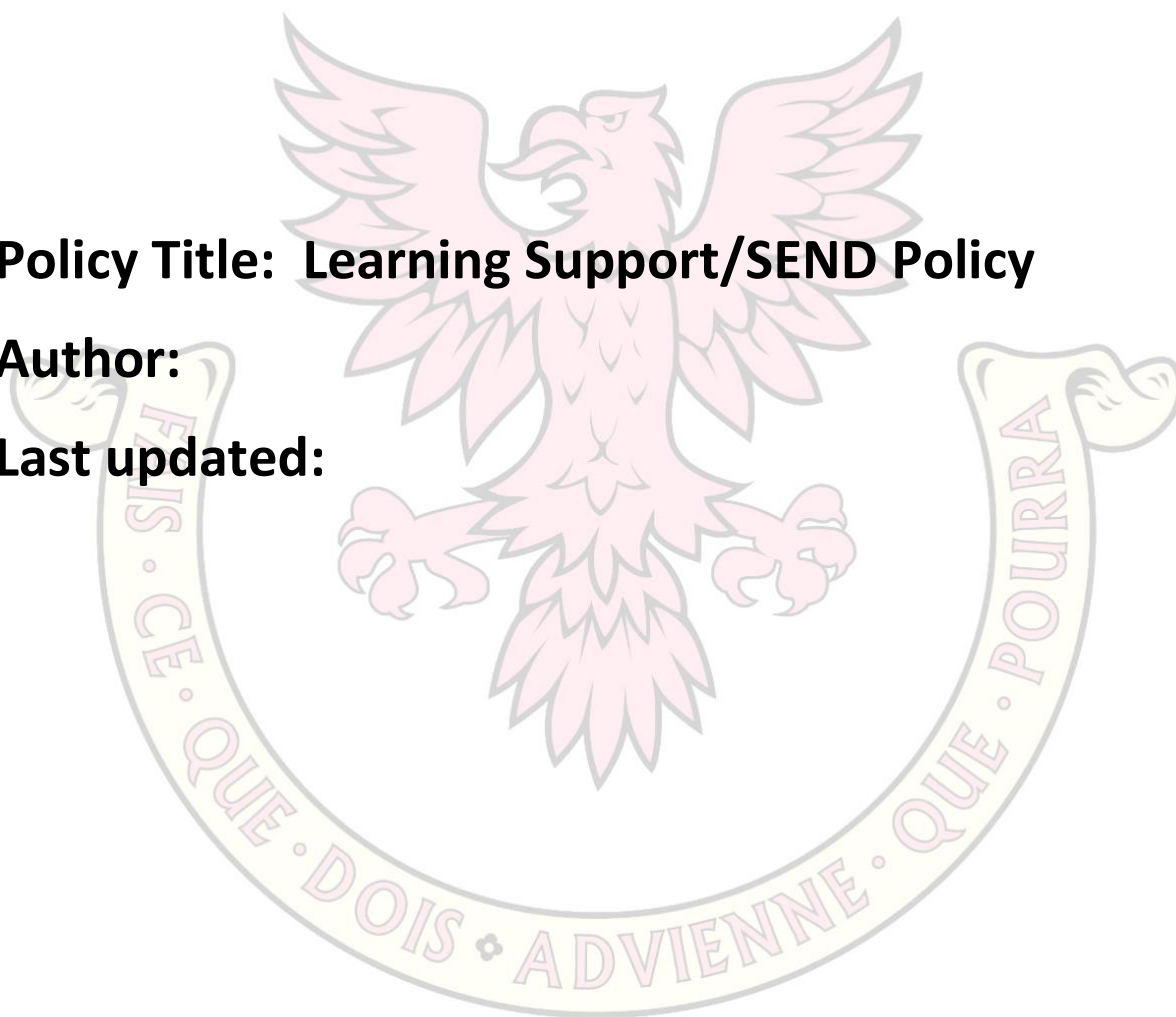


Policy Title: Learning Support/SEND Policy

Author:

Last updated:



Hall Grove School - SEND Policy

This is a whole school policy that applies to all staff including those in the Early Years Foundation Stage (EYFS) and Boarding.

Hall Grove School ("the School") is committed to providing equal access for all its pupils to the broad and balanced curriculum it offers and to which they are entitled. The school supports children with a range of special educational needs and disabilities (SEND), in line with the school ethos and current legislative requirements. Its curriculum planning and schemes of work are designed to take account of the needs of all pupils, in terms of ability and aptitude. In helping children with SEND, Hall Grove implements an approach to support their learning, broadly following the Government's Special Educational Needs and Disability Code of Practice 0-25 years (January 2015), the Children and Families Act 2014 and the Equality Act 2010.

- This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:
- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities;
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

This policy should be read in conjunction with the School's Admissions Policy, Safeguarding and Child Protection Policy, Curriculum Policy, Equal Opportunities and Accessibility Plan.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- [are under 5 years old and would be likely to have such difficulties if special educational provision were not made for them.]

Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Pupils with additional needs may require different educational provision to be made for them. Intervention may be needed if a pupil:

- makes progress at a rate that is noticeably slower than their peers – struggles with cognition and learning
- does not make the expected progress when teaching approaches are targeted towards a pupil's identified area of weakness
- struggles with focus and attention
- has difficulty in developing literacy or mathematical skills
- struggles with communication and interaction in social situations
- displays persistent emotional or behavioural difficulties which are not placated by the behaviour management strategies usually employed within the classroom.
- appears to struggle with using expressing language and/or understanding language
- suffers from a physical or mental impairment which prevents or hinders the child from accessing educational facilities of a kind generally provided for children of the same age in schools
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- demonstrates difficulties with fine and/or gross motor skills
- struggles with remembering and actioning simple instructions
- is visibly disorganised in presentation of work and with physical belongings

Children will not be regarded as having a learning difficulty solely because the language they speak at home is different from the language in which they are taught. The school's support for those children with EAL is set out in the School's English as an Additional Language Policy.

Objectives

At Hall Grove we are committed to maintaining an inclusive community where every child can access the curriculum and make progress, and the achievements of all individuals are celebrated. Equally, it is understood that some children may require specific differentiation or interventions during their time in education to achieve their best and become confident individuals. Our vision, for all children at Hall Grove, is to:

- enable every child to achieve his/her full academic potential
- remove barriers to achievement
- develop confidence and self-esteem
- provide a strong pastoral system which responds to the needs of everyone
- develop a partnership between home and school through regular communication
- foster as many talents as possible 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
- develop positive relationships, good manners, social awareness, and a sense of responsibility and discipline
- help all pupils develop their individual personalities within a stimulating environment.

For those children with additional learning difficulties, our aims are also to:

- ensure children with additional learning needs are identified as early as possible through close liaison between school, home, and external professionals where relevant
- use the school's assessment procedures for regular monitoring and appraisal of a pupil's performance to identify who is potentially /actually under -performing
- be committed to inclusive, high-quality teaching
- enable the children to feel valued by staff and peers, promoting positive attitudes and high expectations, regardless of their learning needs or disability
- provide support through a graduated approach - assess, plan, do, review (see page 4)
- develop effective relationships with parents, teachers, and external specialist staff
- ensure all staff have access to the Learning Support Register and understand the needs of the children they teach to provide a suitably tailored provision
- provide appropriate training to all staff to help them support the needs of pupils with additional learning needs

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's admissions policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from an SEN and disabled pupil in a fair, open minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussions and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil today as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's admissions policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

Learning Support Staff

This policy applies to all staff including those in the Early Years and Foundation Stage (EYFS). All teachers are responsible for meeting the needs of all children. All staff are expected to understand this policy so that the school can identify, assess, and make provision to meet those needs.

Hall Grove has a suitably resourced Learning Support Department of a typical size for a school of around 400 pupils. Our Learning Support Team is:

Mrs Laura Hopper - 8	Head of Learning support/SENDCo: focus on Years 3 - 8
Mrs Tamara Laws	Deputy SENDCo: focus on Pre School, Years 1 - 2
Mrs Alexandra Moore	Specialist Teacher (dyslexia)
Mrs Sue Symons	Learning Support Teacher
Miss Louisa Stimson	Emotional Literacy Support Assistant
Mr George Neville	Emotional Literacy Support Assistant
Mrs Sarah Arnold	Emotional Literacy Support Assistant

Teaching Assistants also play an important role in delivering intervention sessions and are in all classes up to Year 3.

Consultation

- The Learning Support Department meet once a week.
- Headmaster liaises regularly with Learning Support staff
- Section meetings take place weekly, with a representative from Learning Support being present at each meeting.
- The SENDCo is a member of the Senior Leadership Team (SLT), Pastoral Care Team and Safeguarding Team, all of which meet weekly.
- Parents are invited to attend a meeting with Mrs Moore during the Spring Term if their child attends one to one literacy lessons with her.
- If a parent has new concerns over their child's learning, the child's class or subject teacher should be a parent's first point of contact.
- The Learning Support Team run an open-door policy for parents.

Assess – Plan – Do – Review

Pupils at Hall Grove who continue to face challenges in their learning, despite receiving in-class high quality teaching, are likely to need additional strategies, or different strategies, to meet their needs. The School follows a graduated approach in the form of a four-part cycle, assess, plan, do, review. Through this cycle, actions are reviewed and refined as the understanding of a pupil's needs and the support required to secure good outcomes increases.

Assess

Hall Grove is committed to the early identification of a child with an additional learning need. Initially, if after inclusive high-quality teaching, a concern is raised by either a parent or teacher about a child's academic attainment or progress, or about their social communication, then Learning Support will investigate. This will involve conversations with parents and teachers. It could then include lesson observations, assessing school data, other diagnostic assessments, or a request for advice from a specialist professional. Parental consent is sought before any observations and/or screenings take place. Following an observation and/or screening by either Mrs A Moore or Mrs T Laws, advice is given to teachers and feedback is given to parents, and the next steps discussed. This could include a referral to an external specialist, such as an Educational Psychologist or a Paediatrician. The additional cost of an external assessment would be met by the child's parents.

It is important to note, that parents are free to choose the assessor for their child (the school can offer guidance), but any report received must be on headed paper, signed and dated by a professional listing their qualifications and accreditations. If the assessor requires the school to complete questionnaires in advance of the assessment, they must also be provided on headed paper, detailing the practice. The School will only share information with parents, we do not liaise with outside agencies without permission from parents.

Plan

Following an assessment, Learning Support would arrange a meeting with parents to discuss the report and any subsequent intervention or follow-up required. Learning Support summarise the assessment report, and with the permission of parents, share it with Hall Grove staff. This summary makes up part of a pupil's Individual Education Plan (IEP). It highlights the child's strengths and weaknesses, as well as suggesting support strategies needed within the classroom. It is an integral part of the planning process that informs teaching and learning needs, running alongside the child's individual feedback, and marking guidance typically given by their class teachers.

Do

It is the responsibility of class and subject teachers to implement a child's plan on a day-to-day basis.

At Hall Grove intervention is categorised into Wave 1, Wave 2 and Wave 3.

Wave 1 – in class support

Children will receive support through quality first teaching, differentiation, and implementing any adjustments, specific strategies or approaches to learning that have been identified in the IEP. Assessment and progress is the responsibility of the class teacher and is to be carefully monitored.

Wave 2 - support and/or intervention that is additional to Wave 1.

Group support may be offered in-class or one-off additional lessons. Small groups of children are removed from the classroom/ taken after school to support children who need it. More targeted intervention in academic areas causing concern, for example spelling, phonics, handwriting etc. These sessions are included within the school fees.

Wave 3 - specialist intervention that is in addition to Wave 1 and/or Wave 2 provision.

This is a programme of one-to-one sessions outside of the classroom focusing on additional learning needs such as literacy with a specialist teacher or speech and language therapy with a speech therapist. Children requiring specialist sessions (as detailed in their Educational Psychologist or Specialist Teacher Report) are taught by specialist teachers with a specific qualification. Mrs A Moore is the only specialist teacher (dyslexia) employed by Hall Grove and there is an additional charge for lessons with her.

For those children who have external specialists (outside agencies) coming into school to work with them, parents are asked to liaise directly with those specialists regarding their fees and terms. If sessions are to take place during the school day, they must work with the School to timetable lessons at a suitable time.

Review

Section Heads, staff, and Learning Support review how well pupils with additional learning needs are progressing through:

- feedback and evidence from class teachers
- tracking data from standardised tests, internal tests, school exams and assessments
- monitoring internal Wave 2 or Wave 3 intervention on a half termly/ termly basis
- communication with external Wave 3 therapists

Entitlements to Additional Time and /or Support in External Assessments

As children progress through the school and exams become more formal, where possible, any exam concessions as detailed in professional assessment reports, will be accommodated. The school broadly follows the Joint Council for Qualifications (JCQ) guidelines for Access Arrangements and Reasonable Adjustments (AARA). It is at the School's discretion as to what AARA a child receives.

Evidence to support such arrangements is needed by an external assessment/professional such as an Educational Psychologist.

Exam concessions for ISEB pre-tests, Common Entrance and other senior school entrance exams may be granted in liaison with senior schools.

Pupils with an Educational Health Care Plan (EHCP)

The needs of most pupils with additional learning needs will be met effectively through the school's Learning Support Department. However, where a pupil requires an EHCP, parents and/or the school have the right to apply to the Local Authority for an assessment, with the view to drawing up an EHCP for their child. It is worth noting that six months of documented evidence is needed before an EHCP application can be made. Parents are asked to consult the school before exercising the right. The school will always consult the parents before exercising the right.

If a child has an EHCP funded by the local authority, it is the responsibility of the local authority to review it annually. Hall Grove will cooperate with the local authority in this regard.

Where a prospective pupil has an Education Health Care Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the Education Health Care Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the Education Health Care Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the Education Healthcare Plan. In all of the circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the local authority to ensure that relevant annual reviews of the Education Health Care Plans are carried out as required.

Recording Progress of Pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Education Plan. This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and [kept on the School's information system]. The Individual Education Plan contains key information such as:

- progress and attainment level;
- outcome sought;
- teaching strategies;
- the additional or different provision of support in place;
- involvement of any specialists or professionals;
- information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what those mean to the pupil and who these affect them;
- date the Individual Education Plan was drawn up and date for review.

The Individual Education Plan may be amended as and when circumstances change and that the request of the pupil, parent, teacher or SENDCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENDCO if their child's progress or behaviour gives cause for concern.

Review

The SEND policy is reviewed on an annual basis to ensure that it continues to meet the needs of children with SEND.

Updated September 2022