



Hall School Wimbledon (HSW)

Senior & Junior SEND and Inclusion Policy

CONTEXT

Hall School Wimbledon is an inclusive, independent co-educational school for students aged 4 to 16. It is part of the schools group: Chatsworth Schools. This SEND and Inclusion Policy applies to all sections of Hall School Wimbledon: Early Years, Key Stages 1 & 2, Key Stages 3 & 4, plus clubs & any after school care provision. This policy has been developed in conjunction with the staff from Hall School Wimbledon.

LEGAL FRAMEWORK

This SEND and Inclusion policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

- 1.** SEND Code of Practice: 0-25 years (January 2015)
- 2.** The Special Educational Needs and Disability Regulations 2014
- 3.** The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- 4.** The Children Act 1989
- 5.** The Equality Act 2010
- 6.** The Special Needs and Disability Act 2001
- 7.** The Education Act 1996
- 8.** HSW policies, including the Child Protection Safeguarding Policy

DEFINITION OF SEND

Hall School Wimbledon considers a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- *Significant greater difficulty in learning than the majority of children of the same age*
- *Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Needs can be categorised in the four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction (autistic spectrum and language disorders)
2. Cognition and learning (dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
3. Social, emotional and mental health difficulties (ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
4. Sensory and/or physical needs (hearing or vision impaired)

Some children may have difficulties in more than one of these four categories. At Hall School Wimbledon we strive to:

- *Work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for their child.*
- *Invite families to be involved at every stage of planning and reviewing of the SEN provision for their child.*
- *Ensure that children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level that allows them to make progress with their learning. In addition, we implement focused interventions to target particular skills.*
- *Have high expectations of all our children.*

Please note that a student will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language.

OBJECTIVES

These objectives are stated in conjunction with the aims and objectives of the school and with due regard to:

- Help every student realise his or her potential and optimise their self-esteem by ensuring that all students, whether or not they have SEND, have access to a broad, inclusive and relevant curriculum which is differentiated to meet their individual needs.
- Ensure early identification, assessment and provision for any student who may have special educational needs and/or disabilities (SEND)
- Maintain relevant student records detailing their individual needs, the interventions put in place and progress made.
 - Enable all staff to play a part in identifying SEND students and to take responsibility for recognising and addressing their individual needs.
 - Make relevant information available to staff in support of their curriculum planning regarding students' learning difficulties and disabilities
- Provide regular INSET to staff in school in specific aspects of meeting the needs of students with SEND.
- Encourage the whole school community to demonstrate a positive attitude towards SEND.
 - Develop an effective parent partnership and implement a joint learning approach at home and at school.
 - Sustain strong links with relevant schools, organisations and outside agencies.
- Develop strong links with the school's governing body and so involve them in the development and monitoring of the SEND provision in the school.

ROLES and RESPONSIBILITIES

The Head teacher has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- Keeping the Governing Body fully informed on Special Educational Needs issues.

The Head teacher will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEN support –
Assess, Plan, Do, Review
- Monitoring relevant SEND CPD for all staff
 - Managing the SEND team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents /carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies
- Liaising with other schools, educational psychologists, health and social care professionals
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the school's SEND policy and understanding the procedures for identifying, assessing and making provision for students with special educational needs.
- Providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SEND team to carry out a clear analysis of the student's needs, drawing on the

teacher's assessment and experience of the student as well as previous progress and attainment.

ADMISSIONS

We are firmly committed to inclusivity, irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Students whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require. As part of the admissions process:

1. Parents must disclose to the school/college any known or suspected circumstances relating to their child's health, development, allergies, and disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.

2. Admission is based on the results of taster days and paperwork that outline the student's academic and social needs, but all children with SEND will be given reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ).

IDENTIFICATION

The SENCO, Head of Admissions or Head of Senior & Junior School will liaise with a child's last or feeder school where students have previously been identified as having SEND. During their first term at Hall School Wimbledon, students with or without identified SEND are monitored by their Head of Year, Subject / Class Teachers and the SEND Team to identify need and appropriateness of provision. Early identification of a student's special educational need is considered essential if progress is to be maintained or enhanced. It is important parents alert staff to any concerns as students can mask difficulties in many ways.

The school will continue to monitor student progress in order to identify any SEND, which has not been recognised by the previous school or may have developed since joining Hall School Wimbledon.

Staff report any concerns regarding students and their ability to learn to the student's Form Tutor, Head of Year and the SENCO. The SENCO

may complete assessments to ascertain a difficulty. Results will be shared with parents and a plan for support discussed thereafter.

Concerns expressed by parents will be acknowledged by the Class / Form Teacher, Head of Year or SENCO. The SENCO will then decide whether an assessment is required. Results from any assessment will be shared with parents, Head of Year and Form Tutor / Class Teacher.

Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a student.

Students who have been identified as having a Special Educational Need or / and Disability will be added to the School's SEN register. The SEN register will be shared confidentially with all staff (teaching and non-teaching) via the School Intranet and ISAMS, so that the individual student's need is recognised and addressed appropriately and effectively. The register will give the following information:

Name, tutor group / class, stage on the SEND Code of Practice (Sept 2014), need type, description and provision if applicable.

SA- (MONITORING) – students have an identified need, which may or may not have been diagnosed by a specialist. They are supported in class by their class teacher / subject teacher through differentiation as required. Staff may seek additional advice from the Learning Support department. The student will be recorded on the school SEN register as a record of concern.

SEN Support- students have an identified need, which may or may not have been diagnosed by a specialist, that requires provision different from or additional to that normally available to students of the same age. They are supported by their class teacher as well the Learning Support Department. They will be on the school SEN register and will have a student profile document.

Education, Health and Care Plan (EHCP)/ Statement (ST) – the student has an EHCP or a statement of need.

PROVISION

All staff are teachers of special educational needs and through curriculum planning they aim to meet the learning needs of all students with quality first teaching. Teachers and support staff are aware of their responsibilities towards students with SEND a following procedures for identification and assessment of SEN, following a graduated response as outlined in the Code of Practice with the four part cycle of **Assess, Plan, Do, Review**.

If a student continues to make less than expected progress the SENCO may assess the student. The outcomes of this assessment will dictate the nature of further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered. Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher / form tutor will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through an Educational Psychologist.

ACCESS ARRANGEMENTS

An Access Arrangement can be used for students whose Special Educational Needs or Disability are such that their performance may be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- *Additional time allowance and/or rest breaks*
- *Use of a reader*
- *A scribe*
- *Specially adapted papers (enlarged script / Braille)*
- *Text to speech / speech to text technology*
- *Laptop / Word Processor due to slow and/or illegible handwriting*

A word processor cannot be granted to a candidate because he /she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

According to the regulations set out by the Joint Council for Qualifications (JCQ Exam Board) the criteria for extra time are that the student must have at least one below average standardised score of 84 or less which relates to an assessment of:

- *Speed of reading*
- *Speed of reading comprehension*
- *Speed of writing*
- *Cognitive processing measures, which have a substantial, and long-term adverse effect on speed of working (working memory or phonological processing).*

In exceptional circumstances extra time of up to 25% may be awarded to a student where the assessment confirms that the student has at least two low average standardised scores (85-89) relating to speed of processing.

Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the student's performance while being assessed.

Where evidence suggests that an Access Arrangement would be unjustified, the School reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom MUST seek advice from the school in order to complete any assessment.

The school must collate ongoing evidence of need to compliment any assessment. The School's Examinations Officer in liaison with the SENCO will coordinate the Access Arrangements procedure.

HODs and HOYs may refer students to the SENCo for assessment for Access Arrangements, however this needs to be done as early as possible, so that evidence can be submitted to the exams boards well in advance of the final exam.

Students deemed eligible for Access Arrangements should have the opportunity to pilot them prior to the public examinations. JCQ recommend that most Access Arrangements should be in place at the beginning of the course being followed. It is therefore important that teachers, students and parents highlight difficulties early on to enable Hall School Wimbledon to follow the correct protocol. Plus, students must sign a data protection sheet to confirm agreement that their information can be shared with a third party for this purpose.

ACCESS TO EXTRA CURRICULAR ACTIVITIES

Hall School Wimbledon ensures that every child can access all activities and trips. Where reasonable adaptations can be made the school will make these. Our primary concern is always for the safety and well-being of all students and where it may be considered not safe for a child to take part in a specific activity this will be discussed with the child's parents. No child is excluded from a trip because of SEN, disability or medical needs.

TRANSITION ARRANGEMENTS

During the summer term KS1 & KS2 teachers from the Junior School arrange a comprehensive transition programme, which includes visits for the children at different times of the school day.

Children entering our school from other settings throughout the year are given a tour of the school prior to starting, experience a taster day where they are introduced to key staff, plus parents are provided with a parents' guide to the school. Children are then assigned a 'buddy' who will familiarise the new child with routines and places within the school.

On transition to senior school, curriculum activities are planned to prepare children for the impact that change may have. Some children with SEND or attachment needs may require additional transition visits,

either in small groups or individually or further resources to support the transition such as photographs of key staff and places, letters from the teacher, transition items such as a soft toy. Additional transition arrangements may be made e.g., extra visits, travel training etc.

PARTNERSHIP WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. The SENCO, other pastoral staff and class teachers are always happy to discuss any parental concerns. It is vital that any specialist assessments are shared with the SEND team.

Initial enquiries about an individual child's progress should be addressed at first to the class or form teacher. Other enquiries can be addressed to:

Miss Cheryl Parry – SENCO

Mrs Susan Harding– Deputy Head of Junior School (Beavers Holt)

Mr Bruce Rickards –Head of Senior School (The Downs)

PROFESSIONAL DEVELOPMENT

The SENCO is a member of the Merton Schools SENCO forum and meets quarterly in the area cluster to share knowledge, expertise and good practice. The department has active membership to PATOSS and NASEN and continually keeps up to date through CPD with recent educational developments. Hall School Wimbledon staff are given frequent opportunities to develop their knowledge of SEND.

COMPLAINTS

Hall School Wimbledon has long prided itself on the quality of the teaching and pastoral care provided to all its students. If parents have a complaint this should be directed in the first instance to the Class Teacher / Form Tutor or SENCO who will treat the complaint in accordance with the school's Complaints Procedure, which is available on the school's website.

EVALUATION OF SEND AND INCLUSION POLICY

The SENCO reviews information on the implementation of this policy, and any changes to it. We have identified the following success criteria to evaluate effectiveness of the policy:

- The SENCO has termly meetings with the Deputy and Head Teachers sharing student tracking data, SEN attainment and progress, and the SEN Action Plan
- The SEN register and Provision Maps are updated termly
- The register is up to date and easily accessible.
- All concerns are followed up quickly
- Parents are informed about all expressions of concerns
- All students will have their progress reviewed regularly
- All students are aware of their targets and what helps their learning
- All teachers and support staff are aware of the children's strengths and areas of difficulty.
- All teachers and support staff are aware of procedures
- There is evidence of individual student progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities

REVIEW

This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for students with SEND.

Reviewed by Mrs Susan Harding: Deputy Head Teacher of Junior School and Mr Hugo Lopez: Deputy Head of Senior School. Mr Bruce Rickards: Head Teacher of Senior School and Miss Cheryl Parry: SENCO.

*Reviewed: September 2019
Next review: September 2020*