

HALL SCHOOL WIMBLEDON

SEND POLICY

INTRODUCTION

This policy sets out the way in which Hall School Wimbledon will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disability (SEND). It operates within a wider national and local policy framework, which includes:

- The Education Act 1996,
- The Equality Act 2010,
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2014,
- relevant HSW policies including the Child Protection Safeguarding Policy.

This policy and the school's SEND provision are informed by the Special Educational Needs and Disability Code of Practice (2014). Where required the school will have due regard to the Code.

DEFINITIONS

Disability is defined under the Equality Act 2010. A person has a disability if he or she "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Special Educational Needs (SEN) are defined in the Children and Families Act 2014:

"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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children may have either a disability or SEN or both. Not every child with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of his or her needs. Children may have a disability/SEN either throughout their school career or at any time, and may have SEN in one or more areas of the curriculum. Slow progress and low attainment do not necessarily mean that a child has SEN. However, either may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability, and left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

ADMISSION ARRANGEMENTS

All children join the school according to the school's admissions process. Children with disabilities or SEN are not discriminated against on the grounds of their disability or educational need. Parents of children with an existing disability or SEN are required to inform the school and provide any professional reports prior to admission so that careful consideration can be made as to whether the school can meet the child's needs.

BROAD AREAS OF NEED

The SEND Code of Practice outlines four broad areas of need which can help with identification:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

A pupil's needs may be apparent in one or more of these areas and may change over time.

IDENTIFICATION AND ASSESSMENT

At Hall School Wimbledon we aim to ensure that all pupils are successful, independent learners at a pace appropriate to their abilities and stage of development through the implementation of a broad, balanced and relevant curriculum. We aim to provide all pupils, including those with SEND, with the skills and dispositions necessary for self-awareness, so that they are capable of managing their own learning in any context. We recognise that some pupils may have needs that require enhanced support, and that some children may find particular areas of the curriculum more demanding. Early identification is of vital importance to a child's later development and progress, and is a whole school responsibility. HSW will use its best endeavours to ensure that teachers are able to identify and provide for those pupils who have special educational needs in order to allow them to participate in the activities of the school, so far as is reasonably practical and compatible with the efficient education of the pupils with whom they are educated.

HSW identifies children who may be experiencing problems in the following ways:

- on entry/transition via communication with parents, previous schools and outside agencies,
- results from standardised tests, annual examinations from Year 3 onwards, regular formative and summative assessments,
- concerns raised by staff at any stage,
- concerns raised by parents/carers,
- concerns raised by pupils themselves,
- concerns raised by outside agencies.

Where a pupil is identified as having SEND, HSW uses a graduated approach to meeting their needs. This takes the form of a four-part cycle in which the class or subject teacher **assesses** the pupil's needs, drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome. This may be done with guidance from the Head of Enhanced Learning. All staff are given information/guidance about types of special needs and practical advice on strategies for use in the classroom.

If a pupil continues to make less than expected progress the Head of Enhanced Learning may assess the pupil. 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.

Provision will be made in consultation with the parents and pupil, and progress will be reviewed regularly, in order to inform future support.

The school may charge for certain forms of additional provision, such as individual tuition. Further information on charges can be obtained from the school on request.

PROVISION

Our teachers are our principal resource and are responsible for delivering our curriculum at a pace and level that is appropriate for each pupil. It is our overriding priority that support, if required, should be offered within the classroom, providing the level of assistance that enables children to become independent learners who are stimulated and engaged in their education. In the first instance, this assistance is provided by the class/subject teacher. However, we recognise that a small minority of children may require a greater level of support and separate provision may be necessary for specific purposes. This may include:

- small group withdrawal,
- targeted teaching to address concepts that have been only partially understood,
- Teaching Assistants supporting specific individuals or small groups within the class under the direction of the teacher, Senior Tutor and Head of Enhanced Learning,
- individual Enhanced Learning lessons.

Public Examinations and Access Arrangements

- The Joint Council for Qualifications (JCQ) currently prefer any assessment for Access Arrangements for public examinations to be carried out by a specialist employed by the school. Therefore, parents are strongly advised to talk to the Head of Enhanced Learning before commissioning a report from a private specialist teacher or educational psychologist.
- Recommendations for examination Access Arrangements will be based on the current JCQ criteria. The Head of Enhanced Learning at The Downs will liaise with parents, pupils and the Examinations Officer as appropriate.
- The Heads of Enhanced Learning at both Beavers Holt and The Downs are qualified to assess pupils for Access Arrangements.
- Teachers will supply the assessor with evidence of need so that a substantial and clear picture of this being a pupil's normal way of working can be built up.
- Pupils requiring the use of any Access Arrangement in public examinations must demonstrate that this is their normal way of working in school and has been for a substantial period of time.

Provision for Pupils with Disabilities

The school has an Accessibility Policy which is available to parents. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

Provision for Pupils with an EHC Plan/Statement of SEN

Under Section 41 of the Children and Families Act 2014 HSW is not on the list of special schools approved by the Secretary of State to take children with an EHC Plan.

Evaluating the Success of Provision

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- regular review of the progress and achievement of SEND pupils in comparison to the cohort,
- periodic discussions with individual pupils and parents,
- the outcomes of external inspection.

RECORD KEEPING

The school maintains lists of pupils identified as having SEND and those who need to be monitored for potential difficulties. These lists are regularly updated and available to staff.

Records are kept on all pupils on the SEND list and updated regularly. These records will include:

- details of any assessments,
- details of any observations from staff,
- notes on provision and updates to provision,
- information from monitoring procedures,
- communication with and reports from external agencies,
- notes on communications with parents.

WORKING WITH PARENTS AND PUPILS

Partnership between the school and parents plays a key role in enabling children to achieve their potential. The school recognises that parents have personal knowledge and experience that will help them to contribute to the shared view of their child's needs and effective methods of supporting them. All staff have an important role in developing positive and constructive relationships with parents.

- The SEND policy is available on the school's website.
- The school offers parents regular information evenings and written reports.
- Parents of pupils identified as having significant concerns will be informed.
- Decisions regarding provision, monitoring and review will be made in consultation with parents. The Head of Enhanced Learning is available to meet parents formally by prior arrangement. Informal contact via telephone or email is welcomed at any time.
- The school aims to involve all pupils, including those with SEND, in discussions and decisions regarding their educational needs.

ROLES AND RESPONSIBILITIES

All staff:

- Provision for SEND pupils is the responsibility of the whole school. It is each teacher's responsibility to be aware of and identify children's needs in different learning situations. All staff need to follow the school's procedure for assessing these needs.

Head:

- has overall responsibility for all children in the school, including those with SEND. It is important that he is kept informed of all matters relating to children with SEND. This responsibility is delegated, as appropriate, to other members of staff,
- has overall responsibility for the implementation of the school's SEND policy,
- has overall responsibility for SEND provision at both schools,
- writes to GPs and outside agencies to request advice or further assessment of pupils needs,
- liaises closely with the Department for Enhanced Learning at both sites,
- where possible, attends meetings between parents, teachers and Heads of Enhanced Learning.

Head of Enhanced Learning (The Downs), Mrs Jan Healey:

- oversees the day-to-day operation of the SEND policy at The Downs,
- maintains the SEND List at The Downs,
- coordinates the provision for pupils with SEND at The Downs,
- manages EL support staff at The Downs,
- liaises with and gives advice to staff and parents regarding SEND matters,
- manages pupils' SEND files at The Downs,
- liaises with external agencies, support services, Health and Social Services and voluntary bodies,
- carries out assessments of pupils.

Head of Enhanced Learning (Beavers Holt), Mrs Jackie England:

- oversees the day-to-day operation of the SEND policy at Beavers Holt,
- maintains the SEND List at Beavers Holt,
- coordinates the provision for pupils with SEND at Beavers Holt,
- manages EL support staff at Beavers Holt,
- liaises with and gives advice to staff and parents regarding SEND matters,
- manages pupils' SEND files at Beavers Holt,
- liaises with external agencies, support services, Health and Social Services and voluntary bodies,
- carries out assessments of pupils.

COMPLAINTS

Hall School Wimbledon has long prided itself on the quality of the teaching and pastoral care provided to all its pupils. However, if parents do have a complaint they can expect it to be treated by the school with care and in accordance with the school's Complaints Procedure, which is available on the school's website.

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 pupils with SEND.

Date: September 2019

Date for review: September 2020