

# SEND POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Robert Bannon - Headmaster

Policy approved by: Robert Berry – Director of Operations, Nick Rees - Director of Enhanced Learning and Governor of SEND for Chatsworth Schools

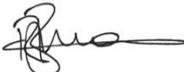
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Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

## 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:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- The Equality Act 2010: DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Accessibility Plan
- The Children and Families Act 2014,
- relevant HSW policies including the Child Protection Safeguarding Policy
- The Education Act 1996,

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.

## 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.

## OBJECTIVES

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

- Help every pupil to 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 pupils' 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.

## 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 SEN, 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 SENCO. 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 SENCO 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.

HSW also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be, but is not limited to:

Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress

- Attendance
- Health and welfare
- English as an additional language
- Being a looked after child
- Being a child of Service personnel

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 specialist individual tuition. Further information on charges can be obtained from the school on request.

### 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.

## 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, Head of Year and SENCO,
- Individual Enhanced Learning lessons.

Hall School Wimbledon uses a Levels of intervention model. We operate a Learning Needs register as well as an SEN register.

Pupils with English as an Additional Language (EAL) are placed on the Learning Needs register and may receive specialist EAL intervention. Some pupils with EAL may also have SEN and therefore be on the SEN register but not for their EAL needs alone. There is also a separate EAL register for those receiving specialist intervention.

### 1. Learning Needs Register

Pupils with learning needs are identified in several different ways:

- a) Pupils are identified using the learning need indicators. Pupils are also identified through regular monitoring of progress once a pupil starts at the school.
- b) Advice from parents and carers - Parental views and advice are also taken into account.
- c) Members of the teaching staff identify any special needs of the pupils in their care, and then liaise with the SENCO about strategies and provision. The SENCO will record the student's additional need and advise on the drawing up of a plan of intervention. The subject teachers remain responsible for working with the student on a daily basis and providing differentiated work as appropriate. These pupils are placed on the Learning Needs Register.

### 2. SEND Register - Pupils on the SEND register will be receiving an additional intervention.

Pupils are identified in several different ways:

- a. No progress or lack of progress by the pupil against targets set will lead to a need for the SENCO to arrange more intensive support for the pupil. Advice from outside agencies may be sought and the SENCO will create a Pupil Passport which includes the

advice from these outside agencies. This is created/shared with both pupils and parents at the beginning of each term and progress is reviewed at the end of each term. The intervention is additional to and/or different from the normal differentiated curriculum. It will also detail strategies that should be employed in class to enable access to the curriculum. The delivery of th strategies continues to be the responsibility of the subject teachers. The SENCO should take the lead in planning any further assessment of the pupil planning future interventions with the pupil in discussion with colleagues and monitoring and reviewing the action that is taken. Pupils receiving additional intervention may have either specialist teacher, literacy/numeracy withdraw intervention, dyslexia intervention, social skills intervention or work with external agencies in order to meet their particular needs.

- b. Advice from parents and carers - Parental views and advice is also taken into account
- c. Pupils are identified using the SEND register indicators. Pupils are also identified through regular monitoring of progress once they start at the school.

If the school or parents or carers feel that the pupil has continuing and long-term needs that require further identification from a multidisciplinary team, the school or parents may request a Statutory Assessment front eh Local Education Authority (LEA). The LEA will collect evidence and reports from all parties and made a decision as to whether they will proceed with the assessment. This decision is taken by an SEN Panel made up of LEA officers, Principal and SENCOs and representatives from the Health Authority. If the panel agree to the assessment then a full Statutory Assessment will be carried out to identify the pupil's needs, to name a school placement and where necessary to provide additional resources on an Education and Health Care Plan (EHCP). Only a small percentage of pupils will need this level of SEN support.

## 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 Learning Needs register and the SEND register 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.

## 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 Education and Health Care 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.

## WORKING WITH PUPILS AND FAMILIES

Partnership between the school and parents/carers plays a key role in enabling children to achieve their potential. The school recognises that parents/carers 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 SENCO 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.

Initial enquiries about a pupil's progress should be addressed to the class/form teacher. Other enquiries can be addressed to:

Mrs Catherine Marchant - SENCO

Mr Robert Bannon - Head Teacher

Ms Ellie Partington - Deputy Head Pastoral

Ms Hannah Corbett - Deputy Head Curriculum

Mr Nick Rees - Director of Enhanced Learning, SEND Governor of Chatsworth Schools

## MONITORING AND EVALUATION OF SEND 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,
- termly review of Pupil Passport targets with parents and individual pupils
- all pupils aware of their targets and what helps their learning
- all teachers and support staff are aware of the pupils' strengths and areas of difficulty

- termly monitoring from teachers
- observations of teaching and learning, learning walks, book looks and sampling of parent, pupil and staff views
- all concerns are followed up quickly
- SEND issues are included in staff development planning
- all teachers are aware of their responsibilities
- the outcomes of external inspection.

## PUBLIC EXAMINATIONS AND ACCESS ARRANGEMENTS

HSW follows guidance from awarding bodies and the JCQ to ensure that the correct procedure of identification and implementation of access arrangements is in place for all pupils who are entitled to access arrangements and reasonable adjustments. This is to ensure that no disabled candidate is at a substantial disadvantage in comparison with a candidate who is not disabled.

### Identification Process

- HSW identifies pupils eligible for access arrangements using the following;
- The Learning Needs and SEN Needs indicators
- The Medical Register
- Book and Assessment Scrutiny from teaching staff
- Outside Agency guidance and recommendations

### Access Arrangements Procedure

- HSW ensures that the pupils have the correct information and advice on their selected qualifications in an accessible format and that the qualifications will meet their needs
- HSW ensures that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified assessor
- 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 SENCO before commissioning a report from a private specialist teacher or educational psychologist.
- The SENCO is qualified to assess pupils for Access Arrangements, but parents may wish to commission a report from a private specialist teacher or educational psychologist who the school has a relationship with.
- HSW assists the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements (using the procedure above)
- HSW ensures that all access arrangements are effectively implemented once arrangements are approved. These arrangements are shared with all staff so that the access arrangements continue to be the pupils' 'usual way of working'.
- HSW ensures that the applications for access arrangements or reasonable adjustments are submitted before the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such as arrangement and is open to inspection.
- The SENCO produces a file (available for inspection) which contains the following for each application:
  - a. The downloaded approval for the respective arrangement(s)

- b. A completed Form 8 and/or Centre File Note and supporting evidence of need
- c. A signed data protection notice

## TRAINING

The training needs of staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.

The SENCO regularly attends the Local Authority SENCO forums in order to keep up to date with local and national updates in SEND. The department has active membership to The Dyslexia Guild 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.

The SENCO attends half termly Chatsworth school SEN meetings to discuss and share best practices.

The SENCO provides regular inset training for staff to enhance their knowledge and understanding of the pupils they teach.

## 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.
- Must plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all pupils to reach their full potential.
- Must work in collaboration with the Enhanced Learning department to develop resources and ensure effective use of support

### 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,
- writes to GPs and outside agencies to request advice or further assessment of pupils needs,
- liaises closely with the SENCO and the Enhanced Learning Department,
- where possible, attends meetings between parents, teachers and SENCO.

### Pupils:

- are fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation

and review.

SENCO, Catherine Marchant:

- oversees the day-to-day operation of the SEND policy,
- maintains the Learning Needs and SEND register,,
- coordinates the provision for pupils with SEND,
- manages Enhanced Learning specialist teachers,
- liaises with and gives advice to staff and parents regarding SEND matters,
- manages pupils' SEND files,
- 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.

