

P06: TEACHING, LEARNING AND ASSESSMENT POLICY (Related Document)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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INTRODUCTION

STAHS believes that every child should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community. The School is committed to providing equal access for all pupils to the broad curriculum to which they are entitled; within a supportive caring community, encouraging each child to achieve her personal best and develop into an independent individual, who has deep respect for others, and is fully prepared to take her next step in her education with enthusiasm and confidence.

This document is written to comply with and with regard to the following guidance (in so far as they apply to STAHS):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).
- Equality Act 2010.
- Children and Families Act 2014.
- Mental Health and Behaviour in Schools 2018.
- Keeping Children Safe in Education 2023.
- Education (Independent Schools Standards) Regulations 2014.
- EHRC Guidance: Reasonable Adjustments for Disabled Pupils, 2018.

This document should be read in conjunction with our policies on Admissions, Equal Opportunities (including the Accessibility Plan), Pupil Behaviour and Pupil Mental and Physical Health, and our Teaching, Learning and Assessment Policy related document on Examinations.

POLICY OBJECTIVES

- 1.1 To apply a whole school policy to meeting each child's individual needs following the guidelines outlined in the Introduction.
- 1.2 To ensure that pupils with SEN and disabilities engage as fully as practicable in activities alongside pupils who do not have SEN and disabilities.
- 1.3 To seek to identify, at the earliest opportunity, any child who may have special educational needs.
- 1.4 To provide different levels of intervention, support and resources to match the child's level of need.
- 1.5 To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- 1.6 To strive to ensure that no child is discriminated against – in any area of school life, on the basis of her SEND.
- 1.7 To strive to ensure that pupil records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- 1.8 To conduct regular reviews of the pupil's progress.
- 1.9 To seek to work in partnership with the pupil and their parents at all stages.
- 1.10 To accommodate examinations concessions in accordance with the relevant recommendations made in full diagnostic assessment reports as stated in current JCQ Regulations & Guidance.
- 1.11 To ensure that each child with SEND is ensured a smooth transition into the School where pupils' current needs will be communicated and met.

DEFINITION OF SEND

Pupils with special educational needs

A pupil 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.

Pupils will 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. Our support for those pupils whose first language is not English is set out in our English as an Additional Language (EAL) Related Document.

Pupils with a disability

A pupil 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, and not all disabled pupils have SEN.

Pupils with an Education Health Care Plan ('EHC Plan')

Parents have the right under Section 36 of the Children and Families Act 2014 to ask the Local Authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. The School also has the right to ask the Local Authority to arrange an assessment. The School will always consult with Parents before exercising this right. If the Local Authority refuses to make an assessment, the Parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective Student has an existing EHC Plan, the School will consult the Parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC Plan can be delivered by the School. The School will co-operate with the Local Authority to ensure that relevant reviews of EHC Plans are carried out as required.

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the EHC Plan will need to be charged either directly to the Parents or to the Local Authority if the Authority is responsible for the fees and the School is named in Part 4 of the Statement.

CATEGORIES OF NEED

Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The four categories of need are:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Health Difficulties*
4. *Sensory and/or Physical Needs*

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they may have a difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with AS, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspect of learning. This encompasses range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, displaying increased anxiety levels or a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

STAGES OF SEND SUPPORT

Identification

When a pupil joins STAHS, information is gathered about them in a variety of ways which can include:

- Gathering information, including details of previous SEND support, from previous settings.
- Talking to parents and carers at pre-school visits and once the child starts school.
- Completing early reviews of progress.
- Completing classroom observations.

Following regular assessment and observation pupils that are making less than expected progress given their age and individual circumstances are identified, typically by their teachers. This can be characterised by progress which:

- 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 pupil and their peers.
- widens the attainment gap.

In the first instance, the response to concerning progress is high quality teaching targeting any areas of weakness. Teachers can select any extra support that they think might support the pupil.

If teachers suspect a pupil may have a special educational need, they make a referral via our school systems. Parents are also encouraged to contact the School, including the pastoral team or Head of Learning Support/SENCO, if they suspect there may be a need. Information such as the results of school tests and

examinations, plus insights from the pupil's work are collated from teachers of that pupil. The Head of Learning Support/SENCO reviews this information, and may recommend that parents obtain a formal assessment of their child (such as by an educational psychology), if appropriate. The cost of this will be borne by the parents. A specialist who has a close working relationship with the School, as per the Joint Council for Qualifications (JCQ) regulations, must carry out any formal assessments.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists, discussions with parents and the pupil, and keep them informed of any action taken to help their child, and of the outcome of this action.

Where a pupil is identified as having SEN, the SEN support should take the form of the following four stages:

Assess

In identifying a child as needing SEN support, the subject teacher should work closely with the SENCO with early identification and should carry out a clear analysis of the pupil's needs.

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided with any teaching strategies which are readily available to teaching staff through our pupil management information system. The plan, including expected outcomes and progress for the pupil, teaching strategies and details of the provision, should be recorded through an appropriate tracking system.

Do

Teachers work closely with the Head of Learning Support/SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the pupil. The subject teachers should remain responsible for planning and providing appropriate work.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date and the tracking systems updated. Where a pupil is receiving SEN support, the school should talk to parents regularly to set clear outcomes and review progress towards them.

PROVISION

The school adopts a graduated response in order to match provision to individual pupil's needs.

We define adequate progress according to each pupil's situation. Depending on the pupil concerned this might be progress which:

- Reduces the attainment gap between the pupil and her peers.
- Prevents the attainment gap growing wider.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the appropriate curriculum.
- Demonstrates improvement in organisational, social and personal skills.

Depending on the evidence gathered, alongside pastoral information and monitoring pupil progress data, the following reasonable adjustments may be made:

- Adaptations by teachers to encourage meaningful engagement with the learning material.
- Invitation to attend subject clinics or study skill groups.
- Additional testing, screening and monitoring.
- Weaknesses with targets and teaching strategies shared with all teaching staff.
- Individual or group SEN support sessions for literacy skills, spelling, organisation and study skills.
- Extra time or other exam concessions e.g. rest breaks, use of laptop for class tests and external examinations in close liaison with the Examinations Officer.
- Access arrangement provision following JCQ guidelines.
- Additional pastoral support or/and counselling provision.

SEND RESPONSIBILITIES

We are committed to ensuring that all children, no matter what their starting point, achieve their full potential during their time at STAHS. The values outlined in the Policy Objectives section underpin our work in SEND, and the responsibilities outlined here are designed to make clear how all pupils can be supported.

At the Prep School, the Senior Deputy oversees provision with the support of the Prep SEND Leader. At the Senior School, the Deputy Head Academic and Assistant Head Academic Development oversee provision with the support of the Head of Learning Support/SENDCO.

SEND Leader, Head of Learning Support/SENDCO

This role supports in the strategic development of SEN and disability policy and provision across the School and has overall day-to-day responsibility for the operation of the policy. The key responsibilities include:

1. High incidence SEND

- Monitor impact of SEND and other factors on children's development and consider links between SEND and underachievement.
- Be aware of educational implications for the 4 main areas of need. Arrange necessary meetings and reviews.
- Maintain SEND Support Register.
- Work collaboratively with Pastoral leads, HMs and SLT.

2. Leading, developing and supporting colleagues

- Oversee identification of children with SEND (and other vulnerable groups).

- Supporting staff in development of inclusive QFT (quality First Teaching).
- Liaising with other schools to support Transition, such as into Reception and Year 7.
- Contributing to staff INSET.
- Liaising with and advising colleagues about how they can fulfil their responsibilities with respect to identifying and meeting the specific needs of the individual pupils they teach.
- Working with the Exams Office in Senior School.

3. Teaching learning and assessment

- Facilitate teaching staff to develop and implement appropriate support strategies in the classroom.
- Have an understanding of approaches, strategies and resources to personalise provision and remove barriers to learning for pupils with SEND.
- Model teaching and learning strategies.
- Provides a strategic lead for CPD in relation to SEND.

4. Strategic development and data

- Work with Prep School Leadership Team, Senior School Leadership Team and Governing Body to influence strategic development of policy and practice.
- Use data to identify, target set and track progress for pupils with SEND.
- Practise robust self- evaluation.
- Co-ordinate exam dispensation across all key stages.

5. Planning, monitoring and evaluation

- Audit, plan, monitor and evaluate approaches and intervention to meet the needs of the pupils with SEND.
- Record and review pupils' progress.
- Work with Examination Officer to ensure appropriate arrangements are in place for pupils sitting examinations.
- Ensure equality of access and opportunity.
- Assessing needs of new pupils and updating results.
- Monitoring the progress and provision which is already in place and adapting it as necessary.

6. Pupils/parents/professionals

- Ensure that pupils with SEND and their families are involved in planning, agreeing, reviewing and evaluating provision made for them.
- Use the principles of building a team around the child to ensure advice and support is used effectively.
- Build effective working relationships with parents, staff, governors and professionals.

7. Statutory/regulatory framework

- Consult laws and associated guidance, including Code of Practice and Equalities legislation.
- Consideration to data protection, confidentiality and health and safety guidelines.

Teachers

Consistent with the Teaching Standards, all teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All teaching and pastoral staff are expected to understand this policy so that they can identify, assess and make provisions to meet those needs.

Pastoral Team

The Pastoral Team, including the House staff and Tutors, in the Senior School and the Form Teachers and staff at the Prep School are key to information gathering and liaise with SENCO / outside agencies as necessary.

Parents

The School will liaise with parents in order to encourage them to have an active role in their child's education. Parents play a key role in enabling pupils to reach their potential. Parents are invited to attend parents' evenings and additional individual meetings as and when appropriate. They are also expected to inform the School of any relevant, essential information pertaining to their child's SEND or indeed any factors that could affect this. Parents are also expected to reinforce the support given in Additional Curricular Education lessons to ensure pupils have carried out the required set tasks and by regularly checking pupil's homework diary.

Pupils

Pupils are also encouraged to take responsibility for their own progress, attending support sessions as required and being fully involved with interventions.

Governing Body

The Governing Body should appoint a Governor with responsibility for SEND. He or she will meet with the SENCO at the Senior School and the Prep School to review and discuss the SEND provision.

LOCAL OFFER

All local authorities are required to publish a Local Offer, setting out information about provision they expect for pupils with SEND. That information can be obtained here:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>