



Special Educational Needs and Disability Policy (SEND)

2019-20

All pupils at Hollygirt School are entitled to an education appropriate to their needs, in the furtherance of our stated aim; to provide a 'broad programme of academic study which fosters a desire to learn, the ability to think and work independently and opportunities for each pupil to develop his/her potential to the full'. Every school is required to identify and to address the needs of pupils and to support these needs to ensure, as far as is reasonable, that a pupil with SEND gets the support they need and that they are able to engage in the activities of the school alongside pupils who do not have such a need.

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (2013)
- The Special Educational Needs and Disability Regulations (2014)
- Access Arrangements and Reasonable Adjustments. (JCQ 16-17)

The aims of this policy are:

- To promote good practice in the management of Special Educational Needs and Disability
- To outline the learning support which can be provided for pupils with SEND
- To ensure that no pupil is discriminated against in any area of school life as a consequence of their SEND
- To outline the scope of statutory duties and responsibilities

Responsibilities

The Board of Trustees (Education Committee) will take ultimate responsibility for the implementation of this policy. They will ensure all staff fulfil their duties with regard to the policy; that there is the budgetary provision to provide for resourcing the area and will review the policy annually.

The Headmistress will ensure the policy is effectively implemented throughout the school and that appropriate training is given to all relevant staff. She will appoint a Senior and Junior Special Educational Needs Co-ordinator (SENDCO) and a Pupil Social and Emotional Support Co-ordinator with sufficient time and resources to carry out their duties. The Pupil Social and Emotional Support Co-ordinator (PSE) and SENDCOs will oversee the day-to-day responsibilities including:

- meeting with parents (PSE and SENDCOs)
- advising staff on strategies to support (PSE And SENDCOs)
- writing individual target sheets/IEPs in consultation with other staff/pupil and parents (SENDCOs or Class Teachers)
- liaise with external agencies and visiting therapists (usually PSE)
- assist with future policy and strategy (PSE and SENDCOs)
- provide inset for staff (PSE and SENDCOs)
- ensure the records and reviews are up to date (PSE and SENDCOs)
- ensure transitional arrangements are in place when a pupil enters or leaves the school (PSE)
- manage the administration and support for those on EHC plans and conduct the annual review (PSE)
- provide social, emotional or behavioural support, nurture groups and 1:1 sessions (PSE)

All teaching staff will:

- ensure they are aware of the needs of the individuals on the SEND register
- teach high quality lessons, providing differentiated resources to meet the varied needs
- report to the SENDCO/PSE any concerns which might lead to the identification of a need
- ensure the lessons, clubs or external visits are accessible to all pupils (with reasonable adjustments)

Definition

The DfE Code of Practice on the Identification and Assessment of Special Educational Needs gives the following definition of a child with SEND.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Education, Health and Care Plan (EHCP)

Education, Health and Care Plans replaced the Statement of Special Educational Needs from 2014. Hollygirt School can be named as the school of choice on an EHCP if it can meet the stated needs for the pupil. A local authority may choose to place a pupil at Hollygirt School and to take financial responsibility for this. However the LA will first identify if a provision can be met more economically within the maintained sector. Parents may still make their own arrangement with Hollygirt School as a fee paying parent if the LA is satisfied that the educational provision is suitable. In either case, the school will ensure the annual review is held.

SEN relates to children with a diagnosis who have received an Education, Health and Care Plan (EHCP) of special educational needs from a local authority. It must be noted that Hollygirt School is unlikely to access any funding for support which would be forthcoming in the maintained sector. The local authority will review the EHCP annually and Hollygirt School will contribute to this review. Hollygirt School has a small number of children with an EHCP. Other children who have identified needs but not on an EHCP will be placed on our register and the procedures as outlined in this document will apply to them where required.

Disability

Disability under the Equality Act 2010 is defined as:

‘A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day-to day activities’.

This is further defined:

Substantial - more than minor or trivial

Long term - the effect of the impairment has lasted or is likely to last for at least twelve months

Normal day-to-day activities - include eating, washing, the ability to move around the school premises, participation in lessons, sitting examinations

Reasonable Adjustments

Hollygirt School must make reasonable adjustments to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. See also *Equality Policy and Disability Equality Policy*.

Entry Procedures

Admission of Pupils with Special Educational Needs

The school admits pupils with a variety of diagnosis if it is satisfied that the pupil's needs can be reasonably met within the school environment. At the earliest opportunity and before entry, parents are expected to discuss openly the issues facing the child in their current setting and in the home environment and provide any reports for the school to consider.

The Headmistress will discuss the benefits of the small school with small classes, the unique ethos and environment at Hollygirt and outline what the school is able to do (and what it cannot do) to accommodate the identified needs. The pupil will have the opportunity to tour the school and will normally attend at least one Taster Day. This can be split into shorter periods of time over a few days, or 2 full days offered to assess the pupil's ability to thrive in the setting. The current school will be contacted for a reference and for any other supplementary information.

If a place is offered and accepted, the pupil support worker will support transition and if required do a home visit. In some cases, usually for children presenting with more complex needs, the school will write into the contractual offer a trial period, usually of one term, (payable) after which a full teacher assessment can be made of the longer term prospects, which will be fully discussed with the parents.

In the rare eventuality that the child is not settled or progress is not being made at the end of the agreed trial period, the parent and school may consider the option of withdrawing the child and in this circumstance the notice period would be waived.

See also Admissions Policy.

Identification of Need

Hollygirt School strives to identify individual pupil needs at the earliest opportunity.

- Pupils entering the Junior School (age 3-10 years / Nursery to Year 6) sit no formal entrance assessment. Reports from the previous school (if any) are obtained. From Years 1 to 6 pupils are tested and their reading ability and spelling ages are calculated. A verbal reasoning and non-verbal reasoning test is administered in Years 3 and 5. Annual INCAs tests from Year 1 to 6 monitor progress in key areas.
- Base line testing in Reception informs pupil entry level.

For all pupils demonstrating weakness in these tests, or otherwise identified by the class teacher through evident weaknesses in literacy, numeracy or behaviours, the teacher concerned should discuss the situation with the SENDCO, and with colleagues as appropriate. The SENDCO then provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. The class teacher and the SENDCO will then collect information about the child and seek additional help from the parents. The SENDCO would normally contact the parents of any pupil for whom a Target Sheet or IEP is being prepared and invite them in for a meeting involving the Junior School SENDCO and the class teacher. The SENDCO and the class teacher should then decide on the action needed to help the child. Strategies employed to enable the child to progress should be recorded with a Target Sheet or IEP. This will include short-term targets set for or by the child, the teaching strategies to be used, when the plan is to be reviewed termly with the parents' views on the child's progress sought. The pupil will also take part in the review process and be involved in setting the targets.

Should the child make little progress or continue to have difficulty in developing literacy and mathematical skills or have ongoing behavioural problems despite the individualised programme, external support services will be sought. The SENDCO should advise parents if it is thought that an Educational Psychologist's report, or equivalent from the Junior School SENDCO, is necessary. It is recommended that where a pupil's progress is giving significant cause for concern, such a report should be obtained.

- Pupils entering the school at Year 7 are not assessed for entry by examination. Our Entrance Day enables the teachers to assess the pupils in the course of a normal day's lessons to assess their fit to the school environment. Parents are alerted if we have any concerns that the child's needs may not be able to be met at this stage. On entry and within the first term, all Year 7 sit a MidYis assessment. This nationally standardised data together with evidence provided by the teacher about apparent weaknesses will trigger the SENDCO involvement. The pupil will be placed on the SEND register and IEP/target sheet written in consultation with the parents and shared with all staff. Parents may be requested to seek an Educational Psychologist's report if a diagnosis may benefit the pupil.
- Pupils throughout the school may experience difficulties with their social and emotional development/wellbeing or with behaviours. Their targets/IEPS will reflect their specific needs.

Access Arrangements for Examinations

For internal examinations, the SENDCO will liaise with staff about the giving of extra time to pupils with SEND, and with parents about the obtaining of an up to date report from an educational psychologist. Staff views on the appropriateness of extra time in their particular subject will be monitored, with particular regard to placing a pupil's standard in a national as well as a Hollygirt context.

When pupils are in Year 9, Hollygirt School's in-house assessor will conduct a formal assessment on any pupil for whom we have a supporting evidence base, to ensure an appropriate application for access arrangements is made for external examinations (GCSEs)

In giving their permission, examination boards expect to see a history of extra time being given in internal examinations, and assistance being given to help students make the best use of the extra time.

Where required and there is a documented need, extra time, a scribe, a reader or the use of a laptop (if this is the usual way of working) will be provided for internal as well as external examinations.

The Examinations Officer will be kept fully informed.

Provision for Helping Children with SEND

This will follow the programme established in the target sheet/IEP, which sets targets and review dates. Help may take different forms, depending on the nature of the SEND.

In the Junior School pupils may be:

- Withdrawn from lessons to receive 1:1 tuition in literacy, maths and study skills with the Junior School SENDCO.
- Withdrawn in small groups. (e.g. by the SENDCO or a Classroom Assistant).
- Supported within the classroom (e.g. by the SENDCO or a Classroom Assistant).
- Offered help by the class teacher in line with the recommendations of the target sheet.

In the Senior School pupils **may** be:

- Withdrawn from lessons in Year 7 once a week to receive 1:1 tuition or small groups in literacy and study skills. . Programmes of learning for these lessons will be devised on an individual basis.

- Approached by the SENDCO on the recommendation of subject staff to discuss their learning and organisational problems.
- Withdrawn from one of the languages in Years 7 and 8, for extra help in English and/or Mathematics. In cases of particular weakness in literacy and/or numeracy extra lessons in Year 7 will be considered.
- Supported by SENDCO or Classroom Assistant in some subject lessons in line with the recommendations of the IEP.
- Have individual mentoring sessions carried out by the SENDCO or PSE.

Additional Support

Hollygirt has a specialist teacher who offers 1:1 lessons to support children with literacy or numeracy needs, by parental request. This is at an additional charge. Currently £380 a term for a lesson per week.

Other visiting therapists and practitioners may support individual pupils by arrangement.

Alternative Arrangements

Hollygirt School reserves the right, following discussion with parents, to require the parent to withdrawal of a pupil from school if:

- The pupil is in need of a formal assessment, specialist teaching, learning support or medication to which the parents do not consent
- Parents have withheld information from the School which would have made a significant difference to the school's management of the pupils difficulties
- The pupils learning difficulties require a level of support which the school is unable to provide, manage or arrange
- The pupil has a level of need that makes it unlikely he/she will benefit sufficiently from the mainstream education and facilities the school provides.

The school will do what it can to assist parents find a suitable school in this eventuality.

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