

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

This policy is applicable to all pupils, including those in the EYFS.

1. Introduction

St Hugh's ('the School') prides itself on being able to cater for a wide range of children's abilities including those in need of learning support. The School is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children, including those with special educational needs and/or disabilities, are paramount.

We offer whole school support and advice to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning. Children may need '**additional or different**' help to that given to other children of the same age.

In order for the curriculum to be accessible to all children, teachers take account of the information disseminated by the School's Learning Support Department. The Department is overseen by the SENCO who is supported by the Learning Support Team working in the four sections of the school: Nursery, Pre-Prep, Middle School and Upper School.

2. Aims and Objectives

- To ensure that all pupils, whether or not they have a learning difficulty, have access to a broad, balanced and relevant curriculum that is differentiated to meet their individual needs.
- To equip pupils with the knowledge, procedures and strategies they need to work independently.
- To ensure early identification, assessment and provision for any pupil who may have SEND or require Learning Support.
- To enable all staff to take responsibility for recognising and addressing individual needs whilst having regard to the SEND Code of Practice 2014 or any substituting or amending code of practice as issued from time to time.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To offer advice and support to teachers responsible for each pupil's progress.

- To work closely with the English and maths departments in particular to provide a consistent framework of support for those who need help with literacy and maths.
- To help each pupil to aim to realise their full potential and to optimise their self-esteem by equipping them with strategies for learning which increase their independence.
- To encourage an effective parent-school partnership, one that implements a joint learning approach at home and at school and enables parents to make an active contribution towards the education of their child.
- To liaise effectively with outside agencies and to disseminate information gleaned from interaction with them.
- To follow the SEND Code of Practice which recommends a graduated approach whereby appropriate stages of action are matched to the individual pupil's needs.
- To encourage and support pupils to participate in all decision making processes that occur in their education, taking into account their views and personal targets.
- To ensure compliance with the Equality Act 2010 and have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time

3. Definition of Special Educational Needs, Special Educational Provision and Disability

A pupil has a **SEN** where their learning difficulty or disability calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age. (The SEND Code of Practice.) 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 children of the same age; or
- b) Has 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 or mainstream post 16 institutions.

A child under compulsory school age has SEN if they are likely to fall within the definition at a) or b) above or would so do if the special education provision was not made for them. (Section 20: Children and Families Act, 2014) 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.

Special Educational Provision means, for children of two or over, educational provision which is *additional to*, or otherwise *different from* the educational provision made generally for children of their age in mainstream schools.

A pupil is **disabled** if they have ‘...a physical or mental impairment which has a long term and substantial 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 a special educational need are disabled.

Within the School, a pupil’s level of need is identified by a simple colour coded star on the Learning Support Register. There are four graduated levels: Blue for Monitor (0), Silver for Mild (1), Yellow for Medium (2), Red for SEND (3). Children with medical needs or disabilities are also shown in red and their notes marked as medical. The school also identifies several sub-categories of need: ADD/ADHD, Autistic Spectrum Disorder, Aspergers Syndrome, dyslexia, dyspraxia, dyscalculia, EAL/EFL, hypermobility, hearing and vision difficulties, Speech and Language, Literacy, Handwriting, Maths, Pastoral and Occupational Therapy.

We use our professional judgement, knowledge of our pupils, screening and specialist results to help determine which children have a Special Educational Need rather than being Learning Support.

4. Key Individuals involved in the development and review of this SEND Policy

- **Senior Leadership Team**
- **Relevant members of the Academic or Pastoral Leadership Teams**
- **SENCO** – The SENCO is a member of the Academic Leadership Team and is responsible for the day-to-day running of the Learning Support Department.

5. Staff responsibilities

The **governing body** in co-operation with the Headmaster has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.

The **Headmaster** has key overall responsibilities, which include:

- The management of all aspects of the School’s work, including provision for pupils with SEND.

- Working closely with the Senior Leadership Team to keep the governing body informed about SEND issues.

The Governors have appointed Mrs Judy Forrest to be the Learning Support Governor from September 2017.

The **SENCO** has key responsibilities, which include:

- Strategic management and coordination of the SEND provision across the School and delegated responsibility for implementation of the School's SEND Policy
- Delegated responsibility for regular monitoring and reporting to the Headmaster and governors about the implementation of the School's SEND Policy.
- Evaluating with the Headmaster, the suitability of the School as a provision for prospective pupils with SEND
- Overseeing the timetabling of support for pupils with SEND/LS
- Over-seeing & coordinating work of the Learning Support Department
- Liaising with the Senior Leadership Team to ensure that SEND/LS issues are given prominence and new initiatives driven forward and embedded across the School.

The **Learning Support Department** have specific key responsibilities, which include:

- Overseeing the day-to-day operation of the School's SEND policy.
- Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND or requiring LS.
- Helping staff to identify pupils with learning support needs.
- Designing and implementing Individual Education Plans (IEPs).
- Teaching pupils with specific learning differences.
- Overseeing and maintaining the records of all pupils with SEND/LS and ensuring the Learning Support Register is accurate and up to date and circulating information to teachers.
- Liaising with parents of pupils with SEND/LS as appropriate.
- Liaising with external agencies and the dissemination of information to all staff.
- Together with the Headmaster and admissions team, assessing prospective pupils suitability for admission to the School in light of any SEND and corresponding support needs should an offer of a place be made.
- Assessing pupils to determine eligibility for access arrangements and to identify strategies to support learning and enable progress to be made.

- Together with the SENCO, liaising with external agencies including the educational psychologist, careers guidance, Child and Adolescent Mental Health Services ('CAMHS'), health and social services.
- Reporting progress to parents or guardians.
- Monitoring pupils' performance and evaluating provision.
- Organising and attending meetings with parents, where appropriate.
- Working particularly closely with the English and Math Departments, Heads of Department and advising colleagues (both academic and pastoral) on issues which have an impact on learning or the acquisition of literacy such as: poor working memory, motor co-ordination and vision or hearing difficulties.

Education and welfare provision for pupils with SEND is a matter for the School as a whole. All teaching staff are therefore responsible for helping to meet an individual's learning needs, and for following the School's procedures for identifying, assessing and making provision to meet these needs.

All staff have a responsibility to:

- maintain an up to date awareness of pupils' individual learning needs
- cater proactively for pupils' specific learning differences
- ensure that additional, specialist support is available, where reasonably practicable, to help pupils achieve their academic potential.

6. Identification of Special Educational Needs

a) Admissions

The School welcomes children from a wide range of ability who wish to make the most of the opportunities offered. Treating every child as an individual is important to us and we welcome pupils with learning difficulties and/or disabilities, providing that we can give them the support they require and provided that we can adequately cater for and meet their needs. The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants.

As part of the admissions procedure, parents are encouraged to discuss their child's requirements with the Admissions Registrar so that we are aware of their needs and/or any special circumstances (see Admissions Policy). Parents will be asked to provide a copy of any Educational Psychologist's report or medical reports in advance of the taster and assessment day, in order to allow the Headmaster and Learning Support Department staff to consider what reasonable adjustments (if any) can be made to the admissions process and should an offer of a place later be made.

If during the admissions procedure it becomes evident that a prospective pupil may have a learning difficulty and/or disability, the School may invite the prospective pupil in to school to further observe and investigate their specific needs and to help the School make a fair assessment and informed decision as to whether the School is the right place for the child. An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot suitably accommodate the needs of a disabled applicant.

b) Classroom Teaching

Once a pupil has entered the School, regular assessment of progress will be made by class and subject teachers, supported by the Senior Leadership Team and the Head of Assessment, to ensure the progress of all pupils. It is the aim of the Learning Support Department to identify those pupils making less than expected progress given their age and individual circumstances or progress which, for example, is significantly slower than that of their peers. However, not all children making slow progress have special educational needs and/or a disability. A pupil's slow progress should be addressed initially by careful differentiation and monitoring by teaching staff, with support and input from the Learning Support Department as appropriate.

When assessing a pupil's needs, due regard will be paid to:

- a) parents' and pupil's (in light of the pupil's age and understanding) wishes and views
- b) feedback from staff within the School, including teaching staff and members of the Learning Support Department
- c) evidence from any medical and/or psychological assessments
- d) evidence from pupils' performance in School
- e) recommendations made by relevant professionals, such as Educational Psychologists

On the basis of the available evidence, the School will decide upon the nature and level of any adjustments and support that can reasonably be made, showing due compliance with the School's obligations under the Equality Act 2010.

The following recommendations for adjustments and support may be made:

- Placement on the Learning Support register or Watch List
- Group booster lessons
- Individual or paired lessons for literacy, maths or pastoral support

- Formal assessment by an Educational or Clinical Psychologist, Occupational Therapist, Hearing, Speech and Language, or Vision specialist.

c) Teachers, Tutors and Form Teachers

Subject teachers, working in partnership with the Learning Support Department, will have a responsibility to ensure that the learning needs of all pupils are recognised and catered for within a teaching and learning programme.

Form Teachers, YR1-Y6, and Tutors, Y7-Y8, are also the designated staff members for Learning Support pupils to enable them to discuss any difficulties or concerns they may have. Liaison with the Learning Support Department enables them to follow up any concerns or additional support needed where appropriate.

d) Identification and Screening Procedures

Central to the work of every class and every subject, is a continuous cycle of planning, teaching, assessment and evaluation ('a graduated approach') that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress well within these arrangements. However, there may be pupils who do not make adequate progress. They may not be closing the gap between themselves and their peers either academically or socially. If they are significantly outside the expected range, they may have a specific learning difficulty.

The first response for all pupils is high quality teaching, differentiated to target any areas of weakness. A class or subject teacher would therefore usually initiate the first steps of a graduated approach to identifying SEND. The quality of teaching is the subject of regular review and, where necessary, support is provided to assist teachers' understanding of strategies to identify and support those pupils in need of additional support.

If a pupil is making less than expected progress (in light of their age and particular circumstances), members of staff should refer a pupil to the Learning Support Department (see paragraph 7 below).

The School also recognises that progress may relate to wider unmet social needs. For example, persistent disruptive or withdrawn behaviours may initiate assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present.

To help monitor a pupil's progress, the School uses the following procedures:

- In the **Cottage Nursery**, progress is monitored using all the 7 Areas of Learning: language and literacy, mathematical skills, physical skills, hand eye coordination and personal and social skills. Close communication between Nursery, Reception and the Head of Pre-Prep ensures that any difficulties, weaknesses or delay are noted in the child's Learning journey and on School Base. This information is also discussed with parents and the Pre-Prep SENCO, who will monitor progress and may place the child on the Learning Support Register along with the appropriate information.
- In **Reception**, pupils are screened using a Baseline Assessment. If this assessment detects any concerns, not felt to be developmental, then the child will be further screened using appropriate in-house assessments which can be used to identify difficulties they are likely to encounter in their learning. This information can be used to develop specific target plans. At this stage parents are kept informed and consulted regularly about their child's progress.
- In **Years 1 & 2** annual standardised tests are used to identify areas of weakness. Anomalies such as weak phonological awareness and related skills are reported by the class teacher to the Head of Pre-Prep and discussed with the Pre-Prep Learning Support Coordinator. The child may be placed on the Pre-Prep Concerns Watch List and progress monitored. Class teachers keep parents aware of any concerns about their child's progress. Children are rarely placed on the Learning Support Register at this stage.

Phonics (Read, Write, Inc.) screening is done regularly and the information is used to group children according to reading ability. These assessments are also used to inform teachers about a child's progress and alert teachers to any difficulties or delay.

- In the **Middle and Upper Schools**, assessments in the form of CAT testing, regular Accelerated Reader STAR Assessments and yearly standardised assessments of reading, spelling, English and maths progress are carried out. (Please refer to the Assessments Policy.) Teachers with concerns about the progress of any pupil will raise the child for discussion at a Staff meeting after which the child may be further assessed or added to the Watch List.

e) Liaising with Parents

Either during the admissions procedure or subsequently, parents may express concern about their child's progress. This will usually first be discussed with the

Form Teacher or the Head of Section, but the help of the Learning Support staff may be required to provide further information and support.

Parents may, however, feel free to contact the Learning Support Department direct to discuss matters relating to learning support or to discuss any matters arising from an Educational Psychologist's report. Members of the Learning Support Department may in turn need to contact parents regarding matters of support for learning or examination access arrangements.

The School will provide a report to parents on their child's progress at least twice a year. The School will also offer parents the chance to meet at least twice a year to discuss outcomes, progress and parental engagement activities to support their child and identify the responsibilities of the parents.

7. Assessment carried out by the Learning Support Department:

This may be initiated by the teaching staff, parents, admissions procedure, screening or LS staff themselves.

The Learning Support Department will investigate any concerns brought to their attention and, where they reasonably consider that a pupil may have a learning difficulty, may carry out additional assessments, such as the Dyslexia Portfolio to indicate the possibility of a specific learning difficulty. If an assessment is indicative of a learning difficulty and/or disability, then the School may request (in consultation with the parents) that the pupil is assessed by a qualified specialist teacher and/or request that parents obtain a formal Educational Psychologist's assessment (the cost of which will usually be borne by parents). Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received, (as requested in the Parental Contract). Specialist assessment regarding vision, hearing, or other physical, behavioural or cognitive aspects which appear to be affecting learning may also be recommended.

The outcome of any assessment will be summarised on the School's database and appropriate support will be put in place, in light of the School's reasonable adjustments duty.

Parents will be informed if any assessment suggests the need for additional support. The School will discuss with parents where the results of the assessment recommend additional lessons or other support to meet the child's needs and how the School proposes to implement such support. Where pupils receive SEND or learning

support, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be consulted before an external agency/service provider becomes involved with their child.

8. Disability

We recognise that some children with learning difficulties may also have a disability. A register of known medical conditions and disabilities of any pupils in the School is kept by the School and available from the School Nurse. Generally, these pupils are not added to the Learning Support Department register unless the child is experiencing difficulties with learning. Every effort is made to ensure that a child with a disability is afforded the same educational and social opportunities as their non-disabled peers.

The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around school site and as a result of the School buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

9. English as a Foreign or Additional Language

Most pupils attending the School are likely to be fluent English speakers. If this is not the case, every reasonable effort will be made to provide the support required to enable the pupil to improve their level of English to allow him/her to participate in lessons and access the School's educational provision as fully as possible.

Additional support will be tailored according to the individual circumstances. Pupils with EAL may also be allowed 25% extra time in internal school-based exams and public exams if they have studied for less than two years in the medium of English, as per the ISEB guidelines. They are also allowed to use dictionaries for English to their mother tongue. (Please see the EAL policy.)

10. Provision for Pupils with Learning Support or SEND

Provision for pupils with special educational needs is a matter for the School as a whole. In addition to the School's governing body, the Headmaster, SENCO and Learning Support Department and all other members of staff have responsibility. **All teachers are teachers of pupils with special educational needs.**

In 2015, we introduced a literacy programme called WordBlaze which runs through Years 3 and 4, the lower sets in Years 5 and 6, and is also dipped into by Years 7 + 8

as appropriate. This enables all children to be taught the same spelling and phonic patterns, using consistent terminology, whether in English or Learning Support classes. This in turn allows for a more co-ordinated approach, continuity between Middle and Upper School and greater inclusion for pupils with specific needs.

In line with the SEND Code of Practice, the Learning Support Department adopts a graduated approach to the provision for pupils with special educational needs (as referred to above). This approach recognises that there is a continuum of learning support needs, each requiring a different level of support depending on the specific needs of the pupil. This may be met within the classroom, in small groups, in one-to-one lessons or by seeking the help of external specialist agencies, for example. (See Assessment carried out by the Learning Support Department paragraph 7 above).

The Learning Support Department's role, in addition to those described above, is:

- Stage 1: General advice on teaching and learning styles, differentiation and materials in class.
- Stage 2: Additional support, if needed, will be considered and put in place. This may include booster groups, managed by the Learning Support Department. Pupils may also be added to the Watch List, if deemed appropriate.
- Stage 3: Learning Support will continue to monitor and assess a pupil identified as requiring additional support. Progress will be formally assessed twice yearly (although pupil progress is continually kept under review). A pupil may be added to the LS register and consideration will be made as to whether the pupil requires an IEP and more differentiation and individual support.
- Stage 4: Where the advice of external agencies is deemed appropriate to further support a pupil, the Learning Support Department's role is to liaise with any external agencies engaged by the School and to disseminate information internally to relevant staff.

The following table outlines the different stages of action:

	STAGE 1 <i>(Differentiated learning in class)</i>	STAGE 2 <i>(Differentiation + small group support)</i>	STAGE 3 <i>(Differentiation + individual help)</i>	STAGE 4 <i>(As per stage 3 + advice from external agencies)</i>
Assessment and Planning	In class teacher assessment and screening tests.	Teacher assessments, screening tests. In-school whole class assessments	In-school individual assessments	External assessments by Ed. Psych. or other specialists
Grouping for Teaching Purposes	Grouping/setting strategies used within classroom	Small groups used for in/out of class activities – according to specific need. Eg. spelling, maths, reading, pastoral, etc.	Individual paired or small group tuition to support IEP targets.	Individual/ small group tuition to support IEP/EP or specialist report.
Human Resources	Class teacher and teaching assistant with advice from LS as necessary	Learning Support Department/ Learning Support Assistant	Learning Support Department in liaison with parents	Learning Support staff in liaison with external therapist and parents
Curriculum and Teaching Methods	Differentiation within lesson. Other adjustments to teaching methods as necessary.	Specific reinforcement or development of particular skills through carefully differentiated activities and materials.	Individual programme devised and delivered to support specific targets. Possible access Arrangements and dropping a subject.	Individual programme devised and delivered to support specific targets. Possible access arrangements and dropping a subject.

Under all stages above, the class or individual subject teacher remains responsible for working with the child on a daily basis, including when the child is involved in group or one-to-one teaching away from the main class. They will work closely with all those involved with the pupil and plan and assess the impact of support and intervention and how these can be further developed in the classroom. Class teachers may draw upon a variety of sources of information in order to inform their planning such as reviewing any IEPs, EP Summaries and specialist reports, assessment data, progress grades, subject reports and consideration of teacher, pupil and parental feedback.

The Learning Support Department will support and assist class teachers with further assessment and advise as to the removal of barriers to learning. The effectiveness of support and intervention will be monitored regularly in accordance with agreed review dates. Such evaluation will include the views of parents and the pupil (where appropriate).

11. Referral Process

Referral should be underpinned by evidence that despite having received differentiated learning opportunities, progress is not being made and the pupil is significantly outside the range expected for that age group.

- In **Pre-Prep**, any concerns with literacy, reading, writing or spelling, should be first discussed with the Head of Pre-Prep. A review of the grouping arrangements should then be undertaken and monitored. For other concerns, such as behavioural attention, speech and coordination, the first contact should be with the Head of Pre-Prep who will alert the SENCO. Using information gleaned from baseline or other formative assessments, it may be decided that Stage 2 intervention is appropriate. If progress continues to be inadequate then short individual sessions may be arranged. Class Teachers will liaise with parents to keep them informed of concerns and to work with them in making any referral.
- In **Middle and Upper Schools**, after an initial expression of concern by staff or parents and discussion with relevant staff, or following results from screening tests and ongoing monitoring, further testing may be done at this stage by the Learning Support Department and the results discussed. Action may be in the form of a short-term booster group session to address any specific difficulties and children will be added to the Watch List for regular

discussion and review. If progress is not made, then one-to-one, paired or small group sessions may be put in place.

- In **Upper School**, if a teacher is concerned they will discuss their observations with the Learning Support department and frequently some further testing may take place. If it is agreed that the pupil would benefit from Learning Support the child is placed on the Learning Support register and an IEP is drawn up with the permission of the child's parents. If progress is not being made, or if there is a suspicion that the child might have a specific learning difficulty, such as Dyslexia, then external expert advice will often be sought. Some children who still require Learning Support in Years 7 and 8, may have these sessions in place of taking Latin as a subject.

12. Individual Education Plans

An IEP is used to plan the intervention for pupils who are having the support of the Learning Support Department. The IEP sets out:

- The nature of the pupil's learning difficulty and/or disability – outlining their strengths and weaknesses
- Specific learning targets, focusing on three or four key objectives
- The materials and resources to be used, including any special equipment or provision within the classroom or at home
- The staff involved
- The time scale within which the work is carried out and review dates
- Monitoring and assessment
- Recommendations for the classroom or access arrangements
- Suggestions for home support
- Brief summary of information contained in reports such as Educational Psychologist's report, speech and language therapy
- The success criteria for the targets
- The child's views.

IEPs are formally reviewed twice yearly, in November/December and May/June. Parents are invited to discuss the content of the new IEP twice a year in the Christmas and Summer terms. However, we always welcome contact with parents at any time if they are worried about their child. IEP Reviews are sent out at the end of the Christmas and Summer terms.

The IEP informs the individual lesson plans used by the Learning Support Department staff and they include clear objectives, assessment criteria and evaluation. These in turn inform the next IEP. IEPs also inform the modifications made to class teaching.

13. Monitoring and Record Keeping

The School will rigorously and regularly monitor the quality of provision throughout the School, by:

- Lesson observation
- Work sampling
- Data analysis of exam and screening results
- Requesting feedback from staff, pupils and parents

Any information gathered will be used to inform school improvement plans and the outcomes of all the above will be shared with the Headmaster and governors.

The individual needs of pupils are reviewed as part of the School's reporting procedure. Pupils and, where necessary, their teachers, are consulted in deciding the area of focus within support lessons. The Learning Support Department may also meet to discuss pupils' progress, teaching and learning strategies used or intended to be used.

Individual Education Plans, any specialist reports and evidence of progress are all kept securely in the Learning Support Office. A copy of EP or specialist reports will also be kept in the Headmaster's file. Minutes of meetings and telephone conversations with parents are written up on Isams if any important changes have been made, and copies sent to the Headmaster and any relevant staff. Any assessment scores are also kept in the child's file.

A summary of any specialist report will be posted on the staff intranet and can be found in the Learning Support folder. This is to enable staff to accommodate the needs of the child in their planning and differentiation, assessment and evaluation. A member of the Learning Support Department will attend the briefing meetings held before Parents' Evenings and regular contributions will be made to staff meetings and individual departmental and key stage meetings.

Any issues regarding the provision of Learning Support within School should, initially, be referred to the Head of Department or, if the Head of Department is unable to resolve the matter, the Headmaster. If a problem remains unresolved,

parents are invited to use the School's Parental Complaints Procedure, a copy of which is available on the School website and can be made available upon request to the school office.

14. Learning Support Register and Watch List

The Learning Support Department maintains a Register that gives details of all pupils who have been identified as having special educational needs. The Register provides: an indication of the child's overall ability by giving their CAT scores, a brief summary of their most recent literacy screening scores, classroom teaching information, outlines the pupil's weaknesses, whether there are any assessments by outside agencies or access arrangements in place. The Learning Support teacher will also be identified as the point of contact. The Register is published in booklet form and distributed to all staff once screening is complete shortly after the beginning of the academic year. It is updated regularly throughout the year and reissued where appropriate.

In addition to the Register, we use a Watch List, particularly in Middle School and Pre-Prep, to identify children whose progress needs to be carefully monitored. The Watch List will also give the chief areas of concern. It will list the action taken to date and it provides a focal point for regular reviews of the progress made and ongoing individual needs.

15. Bullying

The School recognises that those pupils with learning support needs or SEND may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Where staff have any safeguarding concerns the School's safeguarding procedures must be followed.

16. Supporting Pupils with Medical Conditions

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement or EHC Plan, which brings together health and social care needs, as well as their special educational provision.

The School will support pupils with medical needs in light of published DfE guidance as amended from time to time.

17. E-Safety

The School recognises that pupils with SEN may have an increased vulnerability to risk online, especially those with language and communication difficulties, or social communication difficulties. We are also aware that some SEN pupils will be using a school laptop as their normal way of working in Upper School. We therefore need to be vigilant to ensure that these are kept up to date with the support of the IT department with regards to school-wide e-safety measures. Any personal laptops brought in from home should only be given access to the School's GUEST wifi code through the IT department, to ensure that the school's safety protocols will be in place.

18. Exam concessions

Examination concessions in Upper School for internal school examinations, will not normally be permitted without appropriate evidence in the form of standardised scores. In Middle School, examination access arrangements are based on evidence of reading and comprehension ability, writing and maths skills. If extra time is felt necessary, this is given and recorded for future reference.

An assessment by an Educational Psychologist is normally needed for the awarding of extra time in public examinations and almost always for a reader or scribe. If extra time or other access arrangements are awarded, then these should be applied to school examinations in order for the candidate to become familiar with using the concession. **These provisions should be reviewed annually using standardised scores and the results discussed with parents, in order to anticipate what will be offered at Common Entrance.** Our aim is for pupils to become as independent as possible before they move on to senior schools. Exam concessions should be the child's normal way of working and be reflected in classroom practice.

19. External agencies

There are several specialists locally and we appreciate parents will want to make their own choices. Some of the specialists we frequently work with include:

- Dr Plum Hutton, Dr Emma Leigh, Amanda Benbow, Emily Vincent, Dr Sarah Patrick – Educational Psychologists
- Dr Natasha Conner - Clinical Psychologist
- Sally Szyndel - Speech and Language Therapist
- Catherine Williams, Mary Hodson – Occupational Therapists
- Gardiners Opticians, Headington.

We also work with the designated NHS Speech and Language Therapist and make contact with other agencies, such as PCAMHS, when appropriate and we seek expert advice on such topics such as Aspergers/Autism. Where the advice of an external agency has been sought, the Learning Support Department will disseminate the relevant information to the teaching staff by posting a summary on the Staff Shared drive on the Intranet. The pupil's IEP will reflect the advice given by the external agency and this too is available for all staff.

20. Statutory assessment

If a request is made for a statutory assessment to an LA in accordance with the SEND Code of Practice 2014, the School will provide information and evidence that is required. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to the relevant and purposeful measures taken by the School and external specialists, they may call for special educational provision to be put in place through an EHC plan.

If a pupil with an EHC plan joins the School, they will be provided with an education which meets the requirement of the EHC plan. EHC plans will be reviewed annually with all agencies involved with the education of the child in attendance.

21. Training and Development

The Learning Support Department takes advantage of training opportunities whether formal or informal. We recognise the constantly changing nature of approaches and knowledge in this field and aim to increase our expertise.

Training needs of staff in relation to SEND are identified by the relevant members of the leadership teams and funding is allocated to ensure all staff are trained to an appropriate level. In order to maintain and develop the quality of teaching and provision to meet the needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake an induction programme which explains the systems and structures in place around the School's SEND provision and practice and aims to highlight the needs of individual pupils. Members of the Learning Support Department ensure that they keep up to date with current developments in the field by attending training courses, conferences and sharing expertise with other practitioners. We contribute to the Whole School Development Plan and we will also organise INSET for staff at the School as and when appropriate.

22. Key Staff

Mrs Alexandra Lord, Montessori Dip Ed, PG Diploma SpLD (Dyslexia) (Kingston)
SENCO

Mrs Suzanne Dams, BA, PGCE, PG Cert SpLD, **Middle School SEN Coordinator**

Mrs K Godfrey, BA (Hons) (Manchester), Level 3 Diploma in Specialist Teaching and Learning Support – **Pre-Prep School SEN Coordinator**

Mrs Sally Strange, BSc, PGCE (Maths)

Mrs Elizabeth Rundle, BSc (OU), MBPsS, Upper School, Learning Support Teacher

Mrs Suzanne Ward, BA (East Anglia), PGCE

Mrs C Marnham, BA, Bristol

Mrs Juliette Galbraith, Middle School, Learning Support Assistant

Reviewed: September 2018

Review Date: September 2019

Alexandra Lord

Head of Learning Support