

HAILEYBURY ALMATY

SPECIALIST EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY



Effective Date
SLT Approval
Governors' Approval
Review Date

INTRODUCTION

This whole school policy also applies to the Early Years Foundation Stage

Introduction

The Haileybury SEND policy is an integral part of all teaching at HAL and as such aims to satisfy the requirements of the Special Educational Needs and Disability Code of Practice in Part 3 of the Children and Families Act 2014 and the Disability Code of Practice 0-25 years 2014 (SEND Code 2015)

Definition of SEND

The school recognises that some pupils may have a learning difficulty or disability which calls for a provision that is different to that normally available to pupils of the same age, or have a disability which prevents or hinders the pupil from making use of the educational facilities of a kind provided for pupils of the same age.

Aims

HAL is an inclusive school that is committed to offering each pupil an equal opportunity, through a wide and varied range of academic and extracurricular opportunities, to become an effective learner who can maximise her potential according to the Equalities Act 2010.

Within the school there will be a minority of pupils who have a significantly greater difficulty in learning than the majority of their peer group as a result of a specific learning difficulty (SpLD) e.g. dyslexia, dyspraxia. In addition, there will also be pupils who may be prevented from reaching their full potential due to conditions such as Asperger's Syndrome, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity disorder (ADHD). The school maintains an open attitude to looking at supporting the needs of pupils outside those areas; however, it does not have the facilities to support complex and severe needs which would require highly specialised support and facilities.

The SEND policy aims to ensure

1. That all pupils with SEND have their needs identified in order to support academic progression and continued good physical health and wellbeing
2. To ensure that every pupil is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
3. To ensure all children can access a balanced curriculum, differentiated where appropriate, and engage in the activities of the school alongside pupils who do not have SEND.
4. To ensure that all pupils with SEND are able to access the core curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

The objectives of the SEND policy are in line with the Assess, Plan, Do and Review cycle.

1. To assess the needs of all pupils entering the school as soon as possible after entry to the school in order to identify those who have SEND. This is undertaken by monitoring all new pupils, building on information from previous settings and liaising with parents and the pupil if relevant..
2. To plan effective intervention for each pupil identified as having SEND by making appropriate provision to overcome all barriers to learning and ensure that those with SEND have full access to the curriculum.
3. To enable all staff to play a full part in identifying pupils with SEND and to take responsibility for recognizing and addressing their individual needs.
4. To ensure that the progress of pupils with SEND is consistently monitored, by class/subject teachers, supported by the Housemaster, Director of Studies, Head of Learning Support and SLT where relevant.
5. To work with parents in a partnership in the best interest of a child in order to gain a better understanding of their son/daughter's needs, and involve them in all stages of their education. This includes providing them with information about extra support their son/daughter is receiving and giving them regular reports on his/her progress.
6. To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Organisation of the Learning Support Department

The Head of Learning Support has responsibility for overseeing the day-to-day operation of the School's SEND Policy; co-ordinating provision for pupils with SEND; advising on the approach to providing SEN support; liaising with and advising the Headmistress and SLT as necessary; meeting regularly with the Housemaster, Director of Studies and liaising with parents of pupils with SEND.

The Learning Support Department is staffed by specialists who are able to support pupils with specific learning difficulties. The Head of Learning Support coordinates and monitors the team. (S)he also works in close collaboration with class/subject teachers on ways to support pupils with specific learning difficulties within the classroom environment. Staff training is provided to increase understanding of SEND to facilitate the whole school approach to support.

Admissions

Parents of all prospective pupils are encouraged to give full details of the nature and effect of any disability affecting their son/daughter in order to enable the School to consider any adjustments it might need to make.

In assessing any pupil, or prospective pupil, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some adjustments can and will be made, such as seating a pupil with a known hearing or visual impairment at the front of the class during the entrance examinations.

Given the academically selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all pupils, but individual reports on SEND will be taken into account when assessing performance in the examinations.

Inclusion Within the School and Access to the Curriculum

Pupils with SEND have no restrictions placed on them with regard to accessing the curriculum or any activity that HAL offers, subject to the entry requirements that apply to all pupils e.g. iGCSE or A level options. Where setting takes place, pupils are assessed according to their needs and placed where they will make best progress. All pupils can move between sets, when this is appropriate. Teachers are responsible and accountable for the progress and development of the pupils in their class, including those pupils who access support from specialist Learning Support staff. There are no restrictions on SEND pupils attending any extracurricular activities. Any adjustments which need to be made for any activity are reflected in risk assessments. House Tutors, Subject Teacher and Housemasters take time to make sure they are familiar with the strengths, talents, interests and abilities of all the pupils in their class/section. All staff and pupils within the school are expected to have or develop tolerance for the disabilities and needs of others.

Facilities for Pupils with SEND

Please also see the Accessibility Plan Guidelines

The school has a range of specialist SEND facilities in place. These include: lift access for pupils who have difficulties using the stairs, wheelchair access, curriculum support through small group teaching, extra-curricular activities, specialised revision and examination preparation and assistance during examinations through access arrangements/rooming of exams.

Identification of Needs

The school aims to identify pupils with SEND as early as possible through concerns raised by teachers as a result of monitoring work in lessons, homework, school tests and examinations. A completed LS referral form is an internal official document to raise a concern about particular pupil, and considered a starting point for the Learning Support staff to follow the procedure. Pupils or parents may also raise concerns with progress. Information from assessments by external agencies such as education psychologists or medical reports may also identify difficulties.

The Head of Learning Support will consider any concerns about a pupil by analysing results of subject assessments, collating feedback from the pupil's subject and pastoral teachers and discussion with the pupil and his/her parents. If appropriate, the Head of Learning Support will offer the option of further assessment to consider educational attainment and cognitive skills which would recommend appropriate support within the Learning Support Department and in the classroom. If deemed necessary the Head of Learning Support will recommend an assessment with a Specialist Teacher/ Educational Psychologist with whom the school has a working relationship.

The Specialist Teacher/ Educational Psychologist will write a report summarising the results of the assessment, difficulties experienced, implications for academic performance and suggestions for specialist support, if applicable and support in the classroom. The Head of Learning Support will discuss the results and the recommendations of the assessment with parents and, if a Upper School pupil, the pupil him/herself. The report will be held on the pupil's Learning Support file and a

summary with recommendations will be made available to all members of staff on the school directory.

The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the Joint Council for Qualifications (JCQ) regulations for public examinations at that time to help establish a history of need and normal way of working. Extra time is not given to pupils in the Lower School unless there is a requirement as indicated in the pupil's Educational Psychologist report.

In certain circumstances, the Head of Learning Support may suggest referral to an external agency for further investigation particularly for identification of some disabilities e.g. Asperger's Syndrome, ADHD, Meres Irlen Syndrome.

Any pupil who is referred to the Learning Support Department will be recorded on the Learning Support Register which will detail the pupil's name and form, a summary of his/her special needs, the date of any assessments, whether he/she receives support lessons and examination concessions.

Support for Pupils of Concern

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored in a range of ways, including observations, staff meetings, academic review meetings, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be discussions between the Housemaster, Head of Learning Support and Director of Studies and further screening or assessment may well be utilised. Class/Subject teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style/strategies that needs to be applied.

Specialist Learning Support

If a pupil's parent agrees to specialist support by the Learning Support Department, the pupil will be allocated to a learning support staff member taking into account the pupil's Key Stage, subject teacher feedback and any specific needs.

An Individual Education Plan (IEP) will be prepared for each pupil who receives support from the Learning Support staff, which will include a summary of the pupil's strengths and weaknesses, the learning support provision and exam concessions. The IEP will set achievable, measurable targets related to the pupils needs in relation to the curriculum. In the Senior School each pupil is encouraged to take ownership of his/her IEP by being part of the target setting process and sharing his/her views on the support provided and his/her progress.

IEPs are reviewed and revised termly. IEPs are made available to a pupil's teachers via Google Drive. IEPs provide the basis for report writing, review at parents' evenings and any other communication with parents.

The Head of Learning Support will monitor IEPs to ensure that expected progress is being made, challenging targets are set and that any barriers to learning are identified and addressed.

The Learning Support staff will deliver a specifically targeted, multisensory programme of one to one and small groups lessons to address a pupil's weaknesses relating to the curriculum.

The Head of Learning Support attend parents' evenings and write reports and communicate with parents on an ad hoc basis as required.

Pupils with Education, Health and Care Plans

Any pupil with an Education, Health and Care Plan (EHC plan) formerly an SEND statement will be closely monitored and his/her plans formally reviewed annually with the pupil, his/her parents, the Head of Learning Support, the Headmistress, any teaching assistant and specialist and external agencies in line with the SEN Code of Practice 2014 and the Children and Families Act 2014.

Access Arrangements for External Examinations

Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time, word processing, readers and scribes. Applications must be made to JCQ for access arrangements in public examinations; they are subject to approval of the awarding bodies and are subject to JCQ inspection. Please refer to the Examinations And Assessment Policy for further details.

Transition to/from Other Educational Institutions

In the Upper School, the Head of Learning Support will co-operate and liaise with other schools when pupils join or leave HAL Senior School or transfer to Higher Education. However, confidential papers e.g. assessments reports and Form 8s will only be transferred with written consent of the pupil's parents. In the Lower School, any SEND issues will be outlined in a confidential reference requested by a potential future school.

Record Keeping

The Head of Learning Support is responsible for copies of assessment reports held on file. All hard copies of confidential reports are kept in a locked filing cabinet in the Learning Support department.

Complaints Procedure

Complaints relating to a pupil's SEN provision should, in the first instance, be directed to the Head of Learning Support. If a parent is still unhappy with the outcome, a letter should be sent to the Head of School.

