



St Hilda's School

HARPENDEN

Caring, Curious & Confident

Special Educational Needs and Disability (SEND) Policy

Important Note

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

REVIEW DATE: February 2021

REVIEWED BY: Dan Sayers (Headmaster)
Claire Pearson (Head of Learning Support)

SIGNED: *Dan Sayers,*

DATED: 01.02.21

INTRODUCTION

At St Hilda's we aim to develop in each child the knowledge, concepts, skills and attitudes that will help them to reach their full potential. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility within the school community.

The School provides a broad and balanced curriculum for all children. However, we recognise that some children do not achieve in line with expectations. This can be manifested in difficulties acquiring and using new knowledge, concepts and skills. This policy is informed by the current Special Educational Needs and Disability Code of Practice (SEND) Code of Conduct Practice: 0 to 25 (2015), the Equality Act (2010) and the Children and Families Act (2014).

St Hilda's offers a broad, well-balanced curriculum, designed to cover the requirements of the National Curriculum, Common Entrance and other public school entrance examinations. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Differentiation opportunities are outlined in Medium Term and Short Term Plans.

At St Hilda's we recognise that there is a continuum of Special Educational Need and Disability; and that the needs of the majority of our pupils may not be considered as SEND under the terms of the Special Educational Needs and Disability Code of Practice Act 2015 (SEND CoP). The term **Learning Support** is



St Hilda's School
HARPENDEN
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therefore applied to the department, the pupils with SEND and those other pupils who may be a cause for concern within our own context.

We recognise that a range of learning support needs exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We implement provision for pupils whose difficulties may fall into one or more of the four areas of need identified in the SEND Code of Practice (2015):

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and / or physical needs

Special educational provision should be matched to the child's identified SEND and is defined as educational or training provision that is additional to, or different from, that made generally for others of the same age.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to assist pupils requiring additional needs. Lessons have clear learning objectives; work is differentiated appropriately, including homework, assessment is used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision made in the school. Breaking down the existing levels of attainment into finely graded steps and targets, helps children to experience success. We ensure targets are specific, measurable, attainable, realistic and times (SMART).

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children are supported within the classroom where appropriate. There are times when children work in small groups, or in a one-to-one situation outside the classroom to maximise learning.

We also provide the facility to further enhance our policies, at parental wish/request, by offering individual 1:1 sessions on a chargeable basis. This does not affect our normal teaching procedure or reasonable adjustments.



AIMS

The aims of this policy which should be read in conjunction with the Teaching and Learning Policy, are to:

- To work in partnership with pupils, staff, parents and external agencies (when appropriate).
- To create an environment in which quality teaching and learning can take place which enables pupils to acquire new knowledge and make progress, according to their ability, so that they increase their understanding and develop their skills in the subjects taught.
- To provide equal access for all children to the broad and balanced curriculum to which they are entitled.
- Identify as early as practically possible any learning needs.
- Create an environment that meets the specific educational needs and disability of each child.
- Ensure that the specific educational needs and disability of children are identified, assessed and provided for.

OBJECTIVES

- To apply a whole school policy to meeting pupils' individual needs
- To ensure that children who require Learning Support are identified as early as possible and the appropriate provision made for them.
- To initiate assessments when it is considered appropriate either internally or by an outside agency.
- To work in partnership with children, parents, staff and outside agencies (when appropriate) in order to make the best possible provision for children with additional needs.
- To ensure that the pupil's records include information relating to her individual needs and that the interventions have been put in place.
- To conduct termly reviews and monitor and evaluate pupil progress.
- To make the best use of the available resources (both human and material) in school.

EDUCATIONAL INCLUSION

Through appropriate curricular provision, the school respects the fact that all children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:



St Hilda's School

HARPENDEN

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- Adapting their teaching to respond to the strengths and needs of all pupils as stated in the Teacher's Standards 2011.
- Using both formal and informal assessments (as per the Assessments policy) to identify and plan for children's needs
- Providing support for children who need help
- Planning to develop children's understanding through the use of appropriate senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour
- Helping individuals to manage their emotions

The Learning Support Department is an integral part of St Hilda's. The emphasis is on identifying and supporting children who may require additional support, some of whom may be identified as having special educational needs and disabilities. We are committed to meeting the needs of all our pupils. This is a shared responsibility and whole school approach, and there is good liaison between all staff, parents and outside agencies.

TERMINOLOGY

The Special Educational Needs and Disability Code of Practice (2015) states that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision namely provision different from or additional to that normally available to pupils of the same age.

The Equality Act 2010 states that schools have a duty to make reasonable adjustments for disabled pupils. For example, where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.

EXAM ACCESS ARRANGEMENTS

Procedures for school examinations take into account a pupil's SEND. Appropriate arrangements may include, but are not limited to: extra time, an alternative exam location, a reader, use of a laptop, and/or provision of a scribe.

All procedures relating to school trips will take account of pupils SEND. Appropriate arrangements are made as needed to meet a specific need.



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THE ROLE OF THE BOARD OF GOVERNORS

The Governors appoints one of its members (currently Mrs Mary Piachaud) to have specific responsibility for monitoring and evaluating the learning support provision in school. At a general level, the Governors ensure that:

- Its designated member meets regularly with the Head of Learning Support to review and discuss provision
- Periodic reports are made on the learning support provision in the school to the Board of Governors
- The school adopts a suitable Learning Support Policy which is reviewed regularly and meets the requirements of pupils with specific learning needs
- Regard is given to the SEND Code of Practice (January 2015) when carrying out its duties

RESPONSIBILITY OF PARENTS

- Parents play a key role in enabling girls to reach their potential. Parents are invited to attend parents' evenings and individual meetings as and when appropriate with the Head of Learning Support.
- As found in the School Parent's Contract, they are 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 expected to reinforce the support given to ensure pupils have carried out required set tasks and regularly checking pupil's homework diary
- Empathetic/compassionate and positive discussion between the school and parents is encouraged at all times

RESPONSIBILITY OF PUPILS

- Pupils are encouraged to take responsibility for their own progress
- Pupils are encouraged to participate in regular reviews of their individual support with the Head of Learning Support, and their parents, and to voice their views and ideas for the future
- When homework is set as part of the support provided, it is essential that this is afforded the same importance as homework set by academic departments for the pupil to gain maximum benefit

RESPONSIBILITY OF THE HEAD OF LEARNING SUPPORT

In St Hilda's School, the role of the Head of Learning Support is:



St Hilda's School

HARPENDEN

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- To help classroom Teachers to identify, set targets and make provision, through usual classroom differentiation and support, for pupils with specific learning needs
- To provide specialist teaching to groups or individuals in response to needs identified
- To provide advice to staff/parents on external specialist assessors
- To liaise regularly with all staff and monitor pupil's progress
- To liaise with feeder schools to ensure a smooth transition to secondary schools
- To ensure that extra time is given to entrance examination candidates
- To maintain the Learning Support Provision Map so that it is readily accessible to staff
- To conduct Dyscalculia and Dyslexia Screening and assess results, including consultation with staff where appropriate
- To liaise with all subject heads of department to offer advice on pupils requiring additional support
- To provide information on all children with specific learning needs to all relevant members of staff
- To keep pupil records, write, review and evaluate IEP's termly together with class teachers, parents and pupil
- To liaise with parents regarding additional support for pupils with external assessments, reports and recommendations
- To involve parents in the decision making process
- To seek and respond to the views of the children themselves at all stages
- To be responsible for the operational management of the specified and agreed resourcing for special needs provision within the School

PARTNERSHIP WITH PARENTS

Details of the school's Learning Support Policy and Provision is available to parents upon request. The Governors with monitoring responsibility for Learning Support are always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education.

Meetings with parents are held regularly each year to individually share the progress of all children. Parents are consulted regarding any proposed outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

ASSESSMENT & IDENTIFYING SEND IN SCHOOL



St Hilda's School
HARPENDEN
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Early identification is a vital step in the provision of intervention strategies. The Form Teacher and Head of Learning Support raise concerns with the parents at the earliest opportunity and enlist their active support and participation.

The Form Teacher and the Head of Learning Support assess and monitor the children's progress in line with existing school practices.

The Head of Learning Support works closely with parents and teachers to plan an appropriate programme of intervention and support using the Assess, Plan, Do, Renew model in line with the SEND Code of Practice 2015.

EDUCATION, HEALTH & CARE NEEDS ASSESSMENT

In line with the SEND Code of Practice (2015) where, despite the School having taken the relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school will talk with parents about a possible EHCP assessment.

SCHOOL TRANSFER

When children move schools, the school is required to transfer school records, including SEN documentation, within 15 days of the child ceasing to be registered at the school.

MONITORING AND EVALUATION

The Head of Learning Support and Headmaster regularly monitor the progress of children receiving learning support. The Head of Learning Support, form teachers, support staff and parents work together to draw up Individual Education Plans with the children following consultations whereby previous IEPs are reviewed and discussions occur on what is or is not working.

The Governors review this policy annually and amendments are considered in light of the annual review findings.

St Hilda's School's Learning Support Policy should also be read in conjunction with other key policies, in particular:

- ❖ Assessment Policy
- ❖ Teaching and Learning Policy
- ❖ Equal Opportunities (Pupils) Policy
- ❖ SEND Policy
- ❖ EAL Policy



St Hilda's School

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This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.