
THE HAMMOND - Learning Support - Special Educational Needs and Disabilities (SEND) Policy

Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

Helping Every Child to Achieve More

March 2010, Reviewed Aug 2011, Aug 12, November 2012, November 2013, September 2015, June 2017, **March 2018**

This policy is intended for all senior school students. Please see the separate Learning Support Policy relating to the Prep School.

The Hammond aims to comply with the statutory requirements laid out in the Equality Act 2010 and the Children and Families Act 2014. As an ISI independent school the School does not have a statutory obligation to comply with the Code of Practice but it chooses to be guided by it.

This Special Educational Needs and Disabilities policy details how The Hammond will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and disabilities to allow pupils with special educational needs and disabilities to join in the activities of the school together with pupils who do not have special educational needs and disabilities.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and

services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The four broad areas of need are defined as; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

Pupils 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.

Partnership with parents plays a key role in enabling children with special educational needs and disabilities to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Board of Directors, the Leadership and Management Team and the Learning Support Coordinator, all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements.

Graduated response

The Hammond adopts a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

The Hammond aims to meet the needs of all students. We offer a supportive environment, with small classes and a favourable pupil teacher ratio. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities. For the majority of pupils their needs will be met through high quality teaching and differentiation within the classroom. Where pupils continue to make

inadequate progress despite high quality teaching, teachers will work with the Learning Support Coordinator to agree appropriate support and this may lead to a pupil being placed on the Special Educational Needs and Disability register. Some pupils may require long-term or more specialist 1:1 support; this is offered in half hour sessions.

All subject teachers are required to complete forms indicating which pupils have special needs in their subject and listing strategies that will be used to address the individual's needs.

Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure pupils' progress by referring to:

- the entrance examination
- primary school records
- baseline testing of reading, spelling and mathematics on entry to Year 7
- evidence from teacher observation and assessment
- pupil tracking system
- subject differentiation sheets
- teachers' comments about a pupil at the regular meetings held to discuss each year group's progress
- End of Key Stage 2 results
- CATs results
- subject teacher/ form tutor feedback
- parental input
- pupils' own concerns

If a pupil is known to have special educational needs when they arrive at the school, the Principal, Deputy Principal (Academic), Assistant Principals, Learning Support Co-ordinator, departmental and pastoral colleagues will:

- use information from the primary school, or previous secondary school, to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- involve the pupil in planning and agreeing targets to meet their needs
- involve parents in developing a joint learning approach at home and in school

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. (See also English as an Additional Language Policy).

Monitoring pupil progress

Pupils' progress will be monitored by the Learning Support Coordinator, form teachers, subject teachers, Assistant Principal (Academic) and Deputy Principal (Academic). Opportunities for formal monitoring occur at regular intervals throughout the school year; end of topic tests; pupil profiling by form teachers, subject teachers and the pupils themselves; parents' evenings; progress reports and full annual written reports. In addition to these opportunities there are regular meetings concentrating on the progress of each class. If at any stage a teacher, parent or pupil raises a concern regarding a pupil's progress, the Learning Support Coordinator will investigate their concerns. Sometimes this is done by talking to other teachers who are involved with the pupil. At other times a 'Round Robin' will be issued.

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the Learning Support Coordinator to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.

Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through extra support, likely to be in the form of 1:1 learning support. The key test of the need for learning support is evidence that current rates of progress are inadequate.

Learning Support

When a pupil is identified as having special educational needs requiring interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, this intervention will be described as Learning Support.

The triggers for intervention through Learning Support could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The Learning Support Coordinator will arrange the assessment of the pupil, assisting

in planning future support for the pupil in discussion with colleagues and monitoring the action taken.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the Learning Support Coordinator, with the parent's permission, will contact them.

Involvement of outside agencies and external services

A request for help from outside agencies or external services is likely to follow a decision taken by the Learning Support Coordinator and colleagues, in consultation with parents. Such external services may include educational psychologists, consultant paediatricians etc. External support services will usually assess the pupil and provide a report of their assessment including advice on fresh targets and accompanying strategies to help the school deal with the particular difficulties and barriers to learning experienced by the pupil.

The triggers for involvement of outside agencies and external services could be that, despite receiving concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Statements of Special Educational Needs and Education, Health and Care Plans

Where a pupil has a Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) the school will have due regard for their statutory responsibilities in regard to the special educational provision laid out in the statement or plan. The statement or EHCP will be reviewed once per year in collaboration with the pupil's Local Authority, the pupil and their parent(s).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. The Hammond recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips, visits, physical education and vocational training.

The Role of the Learning Support Coordinator

The Learning Support Coordinator in collaboration with the Principal, Deputy Principal (Academic), Assistant Principals and Board of Directors, plays a key

role in helping to determine the strategic development of the Learning Support policy and provision in the school to raise the achievement of pupils with learning support needs.

The key responsibilities of the Learning Support Coordinator may include:

- overseeing the day-to-day operation of the school's Learning Support policy
- coordinating provision for SEND pupils and monitoring their progress
- maintaining the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- liaising with and advising fellow teachers
- providing relevant information on the individual needs of SEND pupils to ensure that subject teachers can plan appropriate in class support for mainstream provision
- contributing to the in-service training of staff
- collating and analysing the information provided by the subject differentiation sheets
- assessing individual pupils' educational needs, using a range of standardised and less formal tests
- providing support for pupils on an individual or small group basis
- assessing pupils' examination access needs and working closely with the Examinations Officer to ensure that the pupils' needs are met
- liaising with the staff of the Hammond Preparatory School
- liaising with feeder schools to ensure smooth transition for those pupils whose needs have already been identified
- working closely with the Able, Gifted and Talented Coordinator to ensure that the needs of the children at either end of the ability spectrum are properly met
- liaising with external agencies where appropriate
- being the main point of contact for Local Authorities with regard to SEND provision for pupils with Statements of Special Educational Needs or EHCPs.
- managing other learning support teachers and learning support assistants
- drawing up, implementing and renewing the SENDA (3 year action plan)

Professional Diploma students and BTEC students

Professional Diploma students and BTEC students are assessed at the beginning of their course using the Cognitive Abilities Tests (CATs). These tests generate standardised scores for verbal reasoning, non-verbal reasoning, spatial and quantitative reasoning. The scores are placed in the shared staff area and are also stored in paper form by the Learning Support Coordinator, the Artistic Faculty Manager and the Senior Academic Coordinator.

The students also complete Learning Support Self-referral questionnaires during their Induction week. These questionnaires are collated by the Learning Support Coordinator who shares the responses with the Artistic Faculty Manager and the Senior Academic Coordinator.

Students who were allowed access arrangements for GCSE exams are assessed by the Learning Support Coordinator using formal, standardised tests in order to

ascertain whether they should be allowed access arrangements at AS and A2 level. Based on the results of these tests, applications are made on behalf of the students who need to be granted access arrangements.

When a learning support need has been identified for an individual student, he/she is placed on the SEND register and details of relative strengths and weaknesses, together with suggestions for teaching strategies are included.

Some Professional Diploma students have difficulty with the independent study required by the IPS programme. When this has been identified the students are offered Learning Support. The students attend a support group for 1 hour per week. Numbers vary from 1 to 5. Each student is supported individually with their work, focussing on their specific need.

BTEC students may sometimes require extra support with written work. If this is the case, they should see the Learning Support Coordinator who will provide appropriate support.