

HOLLAND HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (INCLUDING ENGLISH AS AN ADDITIONAL LANGUAGE)

Review Arrangements:

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| Date | November 2017 |
| Approved | |
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1. School Mission Statement for Special Educational Needs and Disabilities (SEND)

Holland House School is a co-educational Independent Preparatory School, which accepts children from 4 to 11 years old and offers a broad and varied curriculum which aims to stretch and challenge all children and enable them to attain their full potential. We recognise that each child is unique with individual strengths and weaknesses and we are committed to providing a supportive and inclusive environment for all our pupils with equal access to learning. We cater for all pupils' social, emotional, moral and spiritual wellbeing in a stimulating and creative academic environment and have high expectations of all our children including those with Special Educational Needs and/or Disabilities (SEND).

2. Aims

The aims of this policy are to provide good practice in our management of SEND and learning difficulties (LD), and to explain the support which we provide for children for whom learning may be more difficult, together with the co-operation which we need from their parents. Whilst high quality teaching is our first priority, with every teacher being a teacher of SEND, the importance of whole family support, especially for those with SEND, is well recognised.

3. Policy Guidance

This policy refers to and is guided by:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice, 0-25 years, 1 January 2015 (SEND Code 2015).
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2017)
- The Early Years Foundation Stage: Statutory Framework (Sept 2014)

This policy should be read in conjunction with Holland House School's Safeguarding Policy, Curriculum Policy, Admissions Policy, the Terms and Conditions of Entry and Accessibility Policy. The policy will be reviewed on an annual basis and updated as needed in accordance with the latest guidance.

4. Definitions

"Special Educational Needs" and "Learning Difficulty" as defined by the Education Act 1996 Section 312 are:

"A child or young person has SEND 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 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 others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(c) he or she is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) above"

"A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he or she is, or will be, taught is different from a language which has at any time been spoken in his home."

As defined by the Equality Act 2010 Section 6 a person has a disability if he or she:

(a) "has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special educational provision is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression. There will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, have the opportunity to learn and make progress in accordance with our Curriculum Policy.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of his education, particularly when curriculum pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory duty and will make reasonable adjustments to include all children and their families, where appropriate.

5. Roles and Responsibilities

All form teachers have responsibility for the children in their care and are responsible for bringing relevant matters to the consideration of the Senior Leadership Team. Other meetings occur as needs arise. Regular meetings are also held with the Headmistress plus form and subject teachers to discuss pupils' progress.

The Headmistress takes day-to-day responsibility for the operation of the SEND Policy and coordination of any support provision made for individual children with SEND and LD, working closely with Staff, parents and other outside agencies as required. She also provides access to related professional guidance to colleagues on how to support pupils with SEND or LD in the classroom if needed.

6. Provision for SEND within the school

The School aims to identify learning difficulties as early as possible and to understand, and be responsive to, the needs and interests of the individual child.

Holland House School is not a specialist provider of SEND care but is able to support children with mild dyslexia, dyspraxia/ development co-ordination disorder (DCD), mild attention deficit hyperactivity disorder and autistic spectrum disorder traits. The school retains the right to refuse or withdraw a school place to a child if the needs of that child go beyond what the Headmistress feels the school is capable of providing.

Special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for their peers. The school expects pupils to be taught in their own year group and are only withdrawn for individual support when support is considered essential to provide skills and strategies to enhance their learning and help them gain independence. Any withdrawal from class or additional support would be seen as a temporary measure.

7. Objectives of SEND Provision

- To help every pupil realise his or her potential and optimise their self-esteem by ensuring that they have access to the curriculum and remove any barriers which might be hindering their learning.
- To ensure early identification, assessment and provision for any pupil who may have SEND and/or learning difficulties or disabilities (LDD).
- To maintain relevant pupil records detailing individual needs and interventions put in place and progress made.
- To enable staff to play a part in identifying pupils who are finding learning more difficult than their peers and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff to support their teaching of pupils with SEND/LDD.
- To provide regular INSET to teaching staff to support their understanding and teaching of pupils with SEND & LDD.
- To encourage the whole school community to have a positive attitude towards SEND.
- To provide resources to pupils and staff that can be used to support individual needs.
- To encourage a positive parent partnership in developing and implementing a joint learning approach at home and at school.
- To keep the SLT and Governors informed and involved in the SEND/LDD provision in the school.

8. Graduated Response to Provision

All teachers are responsible and accountable for the progress and development of all pupils in their class and high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who appear to be experiencing difficulties. The school regularly and carefully reviews the quality of teaching for all pupils and makes information and training available for staff to support those children with SEND once these have been identified.

Where a teacher has concerns about a pupil not appearing to be progressing at the expected level, especially when compared to their peers or where they appear to have more difficulties in the classroom than their peers, a referral is made to the Headmistress. This can be made by any member of staff or can be made separately at any time by a pupil's parents.

Once a concern has been raised with the Headmistress, the school provides a graduated response that encompasses an array of strategies and provision aimed at removing barriers to learning and putting in place effective provision to support that pupil to achieve better outcomes.

This takes the form of a four-part cycle: Assess, Plan, Do, Review.

a. Assess

- On logging a concern, the Form Teacher will begin a process of data gathering, which might include conferring with other teaching staff, conducting observations inside and/or outside the classroom and also carrying out some initial assessments.
- Any concerns are dealt with sensitively and in strict confidence.
- Results of assessments are shared with staff, parents and pupils.
- If the Headmistress feels that assessment by an external professional or agency would be of benefit to inform support and intervention, parents will be advised and given the contact details of those with whom the school feels to be professional and reliable and includes Educational Psychologists, Paediatricians, Clinical Psychologists, Occupational Therapists, Physiotherapists, Behavioural Optometrists, Speech and Language Therapists and Counsellors. It remains the parent's choice whether or not to follow this advice and the school respects the right of the parents to choose who they consult. Parents are responsible for any fees.
- The findings and report from such assessments remain the property of the parents but parents are encouraged to share them with the school since they will contain important information relevant to the education and care of the child. The school respects that information within these assessments is the property of the parents and it will not be shared with a third party without parental permission. However, the Form Teacher will summarise the findings and recommendations of such reports internally with staff to inform their teaching.
- Pupils who receive support are assessed on a regular basis to monitor progress and inform intervention.
- Whilst we will not discriminate against a child for entry into the school because of their individual needs it may be that we are not able to accept a pupil if:
 - He/she may not be able to access our curriculum or syllabus
 - We do not have the specialist facilities or skills to meet his/her needs
 - Accepting him/her would create an imbalance of individual needs within a year group
 - Accepting him/her would jeopardise the performance and progress of their peers

b. Plan

- If after assessment, a SEND or LD is found the Headmistress will make a decision as to whether the school is able to cater for the needs of the child.
- Details of a pupil's SEND or LD, plus details of the support being provided, together with suggested strategies for classroom use, are recorded.

c. Do

The support which is provided by the School comprises:

- **In-class support** where specific strategies to assist the class teacher to support a pupil in class are put in place
- **Out-of-class support** where pupils can be supported in shared or individual lessons. These lessons, wherever possible, will be accommodated within a pupil's timetable so that they cause least conflict with academic lessons or lessons which are of particular importance to a pupil.

d. Review

- All interventions are reviewed on a regular basis though the exact timescale may vary according to the type of intervention provided
- Pupils who have out-of-class 1:1 or shared support are reviewed regularly. At the end of each review period, targets that were set are reviewed and new targets are set. These are shared with the parents, pupil and teaching staff
- Support for pupils may be stopped or added at any time during the academic year
- Pupils who no longer have support are closely monitored and information regarding learning strengths and difficulties, as well as any external or internal assessment reports, remains available to staff whilst the pupil is in the school.

9. Consultation with parents

We will do all that is reasonable to report and consult with parents about their child's SEND and LD and to ensure that all of a pupil's teachers are given all necessary information about a child's strengths and difficulties so that their teaching practices are appropriate. All members of staff are aware of the School's procedures for identifying, assessing and making provision for pupils with SEND and recognise that it is their responsibility to seek out and share information with parents, their colleagues (as appropriate) and the Headmistress. Parents may discuss any concerns which they have with a pupil's teacher at any point during a term but also have the opportunity formally at Parent-Teacher Meetings at least twice a year. Parents of pupils who are receiving support are invited to meet their child's Form Teacher regularly to discuss the pupil's progress towards the agreed targets.

10. Pupils with Education and Healthcare Plans (EHCPs)

Where Holland House School is the named school in the EHCP the School's aims are the same for these pupils as for all our pupils. The School will endeavour to ensure that pupils with an EHCP have access to the same high quality education as the rest of our pupils, and access to our wide ranging, broad and balanced curriculum, whilst at the same time providing the curriculum as set out in the EHCP.

The School works together with the relevant Local Authority (LA) in supporting any pupils with EHCPs. Whilst the School falls within the jurisdiction of the London Borough of Barnet, the relevant LA may be different and will be that in which a pupil's home address is located.

The school will only accept pupils with an EHCP if it is the named school.

It is the responsibility of the Headmistress to:

- Monitor the provision as outlined in the EHCP and ensure that all needs are met
- Ensure that all relevant staff are aware of the range of the pupil's strengths and difficulties and the implications for curriculum delivery
- Co-ordinate and review the pupil's learning activities and ensure that all staff are aware of the pupils needs and the programmes to be followed
- Offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate
- Manage these resources and use them in the most appropriate way to meet the pupil's needs
- Monitor and record the pupil's progress.

Close and effective liaison will be maintained between the School, the Local Authority (LA) and other outside professionals, Health, Welfare and Social Services agencies involved together with the pupil's parents, to ensure a regular exchange of information about the pupil's work, progress and general welfare.

The full annual review of the EHCP for a pupil is the responsibility of the LA, however, the Headmistress will check that the review takes place and co-operate with the relevant LA in the process. This review will take place within 12 months of the issue of an EHCP, and every subsequent 12 months thereafter, or sooner where there are any serious concerns about progress, or any suggestion that the pupil's needs have considerably altered. The review will assess a pupil's progress against the outcomes set out in the EHCP and will also incorporate, at the appropriate time, joint planning by the School, the parents and the LA for the pupil's transition into the next phase of his or her education

If it is felt that an existing pupil may need an EHCP, the Headmistress, in close consultation with the pupil's parents, may make a referral for statutory assessment to the relevant LA, giving reasons for this request. As part of this referral to the LA, the School would provide all necessary information to support the application.

11. Gifted and Talented Children

Provision for children with an assessment of Gifted and Talented can be found within the School's Curriculum Policy.

12. English as an Additional Language (EAL)

Holland House School welcomes pupils from all nationalities; however, pupils are expected to have a reasonable level of fluency in English to facilitate access to our broad and wide-ranging curriculum.

EAL teaching and learning takes place within mainstream lessons and within all subjects. It is primarily about teaching and learning through the content of the whole curriculum.

The presence of an EAL (i.e. where English is not regarded as their native or only language by the parents/carers) does not alone mean that a pupil has a SEND but the School acknowledges that a pupil with an EAL may need additional support and special provision to be made for them to be able to access our wide ranging curriculum. An EAL pupil may need additional support with the acquisition of English at school, there will be liaison with parents to ensure that there is appropriate opportunity to use their native language in play and learning at school as well as support for their language development at home. This will involve their class teacher.

All staff will be informed at the earliest staff meeting after the pupil joins together with details of the level of language support required in the classroom.

An initial assessment of the level of a pupil's ability in written, spoken, listening and reading skills in English will be made either before or shortly after joining the school.

Though the School does not have staff specifically trained in supporting pupils with EAL, individual tutoring in English can be provided. Where additional EAL support is deemed necessary, beyond that which is provided in the classroom, parents will be asked to meet the additional financial costs associated with providing these additional resources or lessons and do so out of school hours

13. Emotional and social well-being

The School takes its pastoral responsibilities in this area very seriously and acknowledges that the emotional and social well-being of pupils is a very important element of their learning. The encouragement of an inclusive approach in every aspect of school life is central to the school.

- There are weekly staff and SLT meetings to assist in the monitoring of the emotional and social development of pupils
- Any concerns raised will be referred immediately to the relevant staff
- If there are concerns which are felt to require specialist input, parents will be consulted and they may be advised to consult an appropriate external professional.
- Any inappropriate attitudes and/or practices by other pupils, or staff, towards pupils with, or in relation to, SEND or LD, will be taken seriously and challenged. Further details of this may be found in our Anti-Bullying Policy and Behaviour Policy for further information.

14. Equipment, including use of electronic devices

Where there is evidence of need for a pupil to have the use an electronic device to support their learning and to enhance their ability to access the curriculum, the Form Teacher may consult the parents to discuss whether this should become their preferred normal way of working.

Permission to use an electronic device in school for curriculum work is at the discretion of the Headmistress and is subject to evidence of need and competence of use.

The responsibility for the care and insurance of the electronic device is that of the parents. The School cannot be held responsible for damage to or loss of a device.

15. Transfer arrangements

Every effort is made to ensure that the transition for all pupils from Holland House School to their follow-on school is as smooth as possible and this is often particularly the case for those with SEND or LD.

To ensure this, information regarding any additional or specific support that has been given whilst at Holland House School, is shared with every pupil's follow-on school.

Any reports from external agencies are only shared with other parties with permission of the parents.