

Habs

HABERDASHERS'
ELSTREE SCHOOLS

Individual Needs and SEND Policy

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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

(3) The information specified in this sub-paragraph is—
(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

1.3 Supporting Documents

The following related information is referred to in this policy:

Anti-Bullying Policy
Children and Families Act 2014
Disability Access Policy
Education Act 1996
Equality Act 2010
Provision of English as an Additional Language Policy
SEN Code of Practice 2014

1.4 Terminology

Head, where not explicitly defined, means either the Head of the Girls' School or the Head of the Boys' School.

Parents includes one or both Parents, a legal guardian, or education guardian.

School means Haberdashers' Aske's Elstree Schools Limited as Trustee of Haberdashers' Aske's Charity trading as Haberdashers' Girls' School **and/or** Haberdashers' Boys' School, as now or in the future constituted (and any successor).

Student or **Students** means any student or students in the School at any age.

Staff: The member of staff with responsibility for Individual Needs in the Girls' School is the Head of Individual Needs. The '*Individual Needs Department*' refers to the Haberdashers' Girls School. The member of staff with responsibility for SEND in the Boys' School is the Head of Academic Support.–The *Academic Support Department* refers to Haberdashers' Boys' School.

2 Introduction

The School is an academically selective independent day school for Students aged 4 to 18. The School values and encourages diversity, recognising that some Students may be affected by circumstances which impinge upon their educational progress. It is the responsibility of each teacher to be sympathetic to the individual needs of each Student, whether they are general or specific learning differences, physical and sensory impairments or emotional and behavioural difficulties. The School will make reasonable adjustments for Students with special educational needs and disabilities to ensure that all Students are included in School life.

Aims:

Academic and pastoral staff liaise with the Individual Needs or Academic Support Department to:

- Ensure full access to classroom learning and co-curricular activities for Students with SEND.
- Provide high quality classroom teaching so that Students reach their full potential and have high self-esteem and self-advocacy.
- Identify Students who have difficulties with learning, which are significant and persistent compared to Students within the same age group and academic level.
- Communicate with Students and their Parents outlining the support required and take into consideration the views and feelings of the Student and their Parents.
- Meet the needs of Students with SEND with appropriate in-school resources.

It may sometimes be necessary to advise Parents to seek specialist assessment and/or teaching outside of school. Parents are expected to meet the cost for additional assessment.

Reasonable Adjustments:

The Individual Needs or Academic Support Department trains staff to implement a variety of reasonable adjustments and guides Students about how best to use them. They may include seating plans, prompts, laptop use, 25% extra time in tests, rest breaks, microphones for hearing aids, larger font materials, differentiated work, colour overlays, assistive technology such as reader pens.

Access Arrangements:

The Head of Individual Needs or Academic Support, on behalf of the Examinations' Officer, applies to JCQ and CAIE online after compiling evidence from specialists to show that the Student qualifies for Access Arrangements and gathering evidence from teachers to prove that the Student uses them as their normal way of working.

Educational, Health and Care Plans:

If a Student requires an Educational, Health and Care Plan, the Head of Individual Needs or Academic Support contacts the authority where the Student lives and works closely with the authority to gain the support e.g., a Teaching Assistant and/or specialist equipment.

Teacher support in the classroom:

Teachers are trained in meeting the needs of Students in the classroom and use intervention before referring Students. This intervention involves:

- Using data and pastoral information to support the early identification of SEND.

- Planning, delivering and monitoring targeted interventions in the classroom.
- Reporting back to the Student, their family, the Individual Needs or Academic Support Department and the Pastoral Team.

Ethos:

Classroom teachers and department teams are central to providing the best teaching and learning for all Students. Academic and pastoral staff work together to provide a safe and secure environment for learning in which individual differences are recognised, accommodated and celebrated.

Staff have high expectations for children with SEND, and with all Students, and strive to achieve success for 100% of the Students in the school.

The revised National Teaching Standards, covering all aspects of the profession which came into effect in September 2012, also made clear the responsibility of teachers to: 'Adapt teaching to respond to the strengths and needs of all Students' (Standard Number 5) and requires them to:

- 'Know when and how to differentiate appropriately, using approaches which enable Students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit Students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support Students' education at different stages of development.
- Have a clear understanding of the needs of all Students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

3 Definition

The School adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (2014) and the Equality Act 2010.

A Student is considered to have special educational needs

- if they have a significantly greater difficulty in learning than most of their peers or
- if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010. The Equality Act 2010 refers to 'Hidden' impairments such as Autism and ADHD, which may qualify as a disability.

The above definition includes sensory impairments such as those affecting sight or hearing. Long term health conditions may also impact a child's development and learning profile.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support':

- Communication and interaction e.g., speech and language / Asperger's Syndrome
- Cognition and learning e.g. Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health e.g. self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained. Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)

- Sensory and/or physical needs e.g. physical disability, vision impairment (VI), hearing impairment (HI).

We recognise that Students may have two or more learning difficulties or disabilities, known as 'co-occurring' difficulties.

The school will support Students' learning needs by using adjustments within reasonable limits, as set out by the Equality Act (2010).

A child must not be regarded as having SEND solely because the "language or medium of communication of the home is different from the language in which he or she is or will be taught." (Education Act 1996, Section 312(1), (2) and (3)) (see Provision of English as an Additional Language Policy).

A child who finds a particular subject difficult does not necessarily have SEND 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 progress.

SEND covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder, processing issues and learning challenges which result from emotional or social difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder. (This list is not meant to be exhaustive).

Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

4 Aims

Admissions ask Parents and feeder schools about applicants' individual needs and provide reasonable adjustments in the 5+, 7+, 11+ and 13+ exams for Students who are disabled within the Equality Act 2010. The Individual Needs or Academic Support Department then contacts the Parents and current school to discuss support in these exams.

We welcome all Students who meet the entry requirements, and no Student will be disadvantaged when being considered for admission because of SEND. However, the School is not a specialist provider for special educational needs and does not offer specialist teaching on a regular basis for special educational needs. It is important, therefore, to assess the ability of the School to meet any special educational needs at the point of entry. Parents of a child who has any disability or special educational need must provide the School with full written details at registration, or subsequently, either before they take the entrance exam or at interview so that any reasonable adjustments can be made to the admission process. It is important for the School to have access to any documentation which may help staff to understand the Student's specific need and to consider implications for teaching practice and any reasonable adjustments which are required to be made.

Where access arrangements and/or reasonable adjustments may be required for the entrance examinations, documentation (e.g., educational psychologist assessments/medical letters) must be submitted by the deadline given by the School. Access arrangements may not be provided if this deadline is missed.

5 Identification and Assessment in the Boys' School

5.1 Identification of SEND

Early identification is important to ensure Students with SEND receive the appropriate support to reach their potential. Identification may occur through one of three routes:

5.1.1 Diagnosis Prior to Joining the School

In the case of those students arriving with SEND, the Head of Academic Support will review the Student's needs. Bespoke implications for teaching and learning will be detailed on the Student's Profile and an Individual Needs Profile may be implemented as appropriate.

5.1.2 Difficulties Identified Through Screening

All Students are screened to identify SEND.

Parents and staff are informed of those who need monitoring. Further assessment may be carried out by the Specialist Teacher and there may be occasions when Parents might be advised to consider a more in-depth assessment of their child's educational needs. This could involve an outside consultant working with the School.

Teachers will implement reasonable adjustments from the Student's profile and are responsible for monitoring the outcomes of these. Teachers will liaise with the Head of Academic Support to fully support the Student, update the Profile and ensure progress.

5.2 Referral to Academic Support

There are different routes to identifying Students with SEND. These include:

- From Staff
- From a Student (self-referral)
- From a Parent

Staff may refer when a Student is not making progress in learning despite in-class strategies and after departmental support. Staff may also refer when a pattern of need emerges from:

- Monitoring of assessments by Teachers and Heads of Departments
- Monitoring of reports by Form Tutors and Heads of House
- Monitoring of baseline screening tests by Heads of Section and the Academic Support Department.

Referral from subject teachers, pastoral staff, Students or Parents should email the Head of Academic Support.

When necessary, teachers fill in a Referral Form and Checklist.

The Head of Academic Support reviews evidence of the concern(s) and recommends the next steps.

Parents may be encouraged to enlist the advice of an educational psychologist, or another appropriate professional agency.

The School will only accept external psychological and specialist teacher reports if the Head of Academic Support is satisfied the author is suitably qualified, with evidence of qualifications,

and that sufficient liaison with the School takes place before the assessment. All costs for professional services will be met by the Parents. Parents are strongly advised to share the psychological report, or other professional report, with the School in order to discuss how the School can be involved in meeting some of the recommended learning arrangements. The JCQ also requires this for Access Arrangements.

Once a need has been identified information and teaching strategies will be put on the Student's Profile which Teachers access and a note will appear in the teachers' mark book. If necessary, an Individual Needs Profile (INP) and Stage 2 support will be implemented.

6 Identification and Assessment in the Girls' School

In the Junior School, liaison with Senior Management is through the Head of Junior School; in the Senior School, through the Deputy Head (Pastoral) and Deputy Head (Academic). There is regular discussion with Class Teachers (Junior School) and Heads of Section (Senior School) and the Head of Individual Needs. The whole school approach is reinforced through close collaboration between the Head of Individual Needs, Heads of Departments, Class Teachers, Form and Deputy Form Tutors and subject teachers. The Individual Needs Register is lodged in the staff area of the School intranet. Relevant details regarding additional needs of Students are available from the beginning of the academic year either on the Student dashboard or are on file in the Individual Needs Office in the Junior School or Senior School. The Head of Individual Needs will provide information, support and strategies to enable staff to work confidently with Students.

6.1 Girls' School Objectives

- To assess, plan, provide for and review the progress of Students whose learning is causing concern
- To monitor and evaluate Individual Needs provision
- To promote the wellbeing of Students
- To provide training, support and information for all staff so that the needs of Students can be met, in the classroom and in other aspects of School life
- To foster a close working partnership with Parents (and where appropriate with external agencies) and ensure effective communication between home and the School
- To ensure that Students have a sense of involvement in their Individual Needs provision.

There are a number of ways in which a Student's needs may become apparent. The School carries out screening tests for all Students in Years 3, 7, 9 and 12. The tests which are used are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which may need further investigation, a formal assessment or the provision of supportive strategies for class and home. The cost of screening tests is included in the tuition fees.

If the outcome of a test or any other circumstances give the School reason to think that the Student may have a learning difficulty, the School will report and consult with the Parent as necessary and make recommendations.

- Formal assessment: if the test results or other monitoring processes indicate that a Student may have a learning difficulty, the School will usually adopt a graduated response. The Student will be seen by the Head of Individual Needs who will suggest

strategies for use in the classroom and at home, and their progress will be carefully monitored. The Student will be placed on the Individual Needs list and class teachers (Junior School), Section Heads and subject teachers (Senior School) informed. Monitoring and review of the Student's progress occurs through pupil progress meetings between staff, ongoing and summative assessments and data tracking in the Junior School, regular meetings with Section Heads in the Senior School, discussion with the Student, on-going parental contact, parents' evenings, half term grades and end of term reports.

- If support through Individual Needs monitoring does not adequately meet the Student's needs, or if the test results indicate that a Student may have a learning difficulty which ought to be assessed without delay, the Head of Individual Needs, with the Parents' permission, may carry out an assessment in School to determine where the difficulties lie. If the results suggest the presence of a specific learning difficulty, the School may ask the Parent to arrange for their child to be formally assessed by an educational psychologist or a specialised assessor holding an approved qualification, and the School will ask the Parent to agree to follow his/her recommendations unless there are persuasive reasons to the contrary. (The cost must be borne by the Parents). Teachers will be informed of any recommendations for support that come out of either a school-based or a private assessment.
- Review of progress by the Head of Individual Needs during the Middle School can provide evidence of continuing need which informs any consideration for access arrangements for public examinations in Middle Five and beyond. Applications for Access Arrangements will be based on the picture of need that has been painted in School and on assessments in School to establish whether the criteria for these arrangements have been met. They will not be based solely on the evidence from an external report.

7 Support and Monitoring in the Boys' School

7.1 School Support and Monitoring

The School is fully inclusive in which support for Students with SEND is delivered primarily through quality-first teaching and bespoke differentiation in the classroom. The School employs a graduated two stage approach to support Students with SEND.

7.1.1 Stage 1 Academic Support: Supporting Students' Learning

Teachers will take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning, lessons, and homework.

If, after trialling strategies over a week or two, a Student is still not making progress in a subject, the Teacher will inform the Form Tutor and Head of Department by email.

The Student's needs are addressed initially by the Teacher through the support of the Form Tutor who may work closely with academic and pastoral staff. At this stage, support may be accessed through academic subject departments.

Progress at Stage 1 will be monitored through the usual progress reporting systems and overseen by the Form Tutor and Deputy Head of House.

Where persistent and significant needs are demonstrated, a referral to Academic Support may be made by the Deputy Head of House (Senior School) or Phase Leader (Preparatory/Pre-Preparatory Schools). If a SEND is identified the Student may be moved onto Stage 2 support.

7.1.2 Stage 2 Academic Support: Supporting Students' Learning

All Students receiving Stage 2 support will be provided with an Individual Needs Profile (INP) detailing their specific individual needs, current targets, reasonable adjustments/teaching strategies and any access arrangements they may be entitled to. The INP is written by the Academic Support Department in collaboration with the Student, the Student's Parents, teachers and recommendations from external professional reports. The INP is embedded into the Student's Personalised Learning Plan and noted in the Teacher mark book. Parents are sent a copy of their child's INP.

INPs are reviewed annually, in the Autumn or Spring terms, through Pastoral and Academic Monitoring (PAM). Through the PAM system, all teaching staff are required to make comments on the progress of Students in meeting their INP targets. A meeting then takes place between the Student and the Deputy Head of House (Senior School) or Form Tutor (Preparatory/Pre-Preparatory School) who reviews overall progress. Teachers are then emailed with the updated INP and it is saved on ISAMs.

All Students receiving Stage 2 support will have one scheduled session with the Specialist Teacher every term, although additional targeted support sessions may be arranged as required. The School is unable to offer on-going specialist SEND teaching. It can, however, offer advice in seeking specialist teaching or support from relevant outside agencies. If the Student's needs are to be met with additional outside provision, the Student's Parents will deal directly with the specialist. In this case, the specialist can liaise with the Academic Support Department so that the Student is assured of a collaborative approach to their learning.

Professional recommendations for specialist provision (i.e., physical or practical aids e.g., a laptop computer) may be met within or outside the School. If it is possible to offer provision in School, any additional cost will be agreed with and met by the Student's Parents.

Not all Students with additional needs will require a full INP and Stage 2 support, although details of specific needs and support strategies for staff may still be detailed on their PLP.

Students with SEND will be monitored by the School's tracking and reporting systems (e.g. progress grades and end of term reports) and overseen by Form Teachers in the Prep/Pre-Prep and Heads of Section in the Senior School. All Students with SEND are listed on the Reasonable Adjustments' Register. Reference to Students with SEND are made in teacher mark books.

7.2 Learning Walks

- Every term SEND learning walk is conducted by the Academic Support Department.
- The learning walk follows a selection of Students with SEND. The purpose of the learning walk is to monitor the effectiveness of reasonable adjustments, access arrangements and teaching strategies on Student progress.
- Feedback and suggested actions are emailed to the subject teacher and Head of Department.
- Observations may also be used as part of the PAM review.

7.3 A Whole School Approach to Academic Support

- Heads of Departments oversee and co-ordinate subject-specific support for all Students e.g. provision of targeted support sessions.
- In Years 7-9, timetabled study skills lessons take place as part of the Key Skills programme. Students are able to attend study support sessions at lunchtimes, before and after School. Additionally, Student support and guidance materials relating to study skills are available on Habsnet.
- Integrated curriculum approaches to learning skills are complemented by study skills days organised either in-house or through outside providers.

8 Support and Monitoring in the Girls' School

A graduated response to Individual Needs is operated in the Girls School with needs categorised as Individual Needs Monitor and Action.

8.1 IN Monitor

Where the needs are addressed primarily through the support of the class teacher/Deputy Form Tutor/Form Tutor liaising with the Section Head.

Referral to the Individual Needs Department follows documentation of need and support suggesting a global concern rather than a subject specific concern.

In the Junior School, some 1:1 or small group teaching may be given; in the Senior School, individual support sessions will be offered to Students by the Head of Individual Needs, who will discuss and teach strategies for the Student to use independently in class and at home. Some of these sessions may be delivered to small groups where appropriate.

8.2 IN Action

Where assessments have taken place, either in school or by an external professional and recommendations have been given and are being used to inform support.

Parents should share any reports by external professionals such as educational psychologists with the School as soon as possible in order to discuss where, and how, the School can be involved in meeting the recommended learning arrangements. If recommendations cannot be addressed within School, this will be documented, and appropriate strategies discussed with Parents.

Professional recommendations for specialist provision (i.e. physical or practical aids, e.g. a laptop computer) may be met within or outside the School.

Code of Practice: The School's approach to the detection and management of learning difficulties will be guided by the Special Educational Needs Code of Practice (DFE-00205-2013), or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE). In general, the School's approach will be cautious as to not unnecessarily run the risk of a Student being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

8.3 SEN (Educational Health and Care (EHC) Plan – formerly known as a Statement)

Parents have the right under Section 36 of the Children and Families Act 2014 to ask the Local Authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. The School also has the right to ask the Local Authority to arrange an assessment. The School will always consult with Parents before exercising this right. If the Local Authority refuses to make an assessment, the Parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective Student has an existing EHC Plan, the School will consult the Parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC Plan can be delivered by the School. The School will co-operate with the Local Authority to ensure that relevant reviews of EHC Plans are carried out as required.

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the EHC Plan will need to be charged either directly to the Parents or to the Local Authority if the Authority is responsible for the fees and the School is named in Part 4 of the Statement.

8.4 Welfare Needs

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers.

Knowing what to look for is vital to the early identification of abuse and neglect. If the SEN coordinator is unsure, she/he should always speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

The School recognises that Students with special educational needs or learning difficulties 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. If Parents are concerned about their child's welfare, they can approach the Student's Form Teacher or any senior member of staff to discuss their concerns in private at any time. Please see the School's Anti-Bullying Policy.

8.5 A Whole School Approach to Learning Support and Individual Needs

At varying levels, Students are offered support outside of timetabled lessons. In the Senior School, this usually involves subject specific study support within subject departments. In the Middle and Upper Schools, the programme is an integral part of the PSHCE course delivered by the Form Tutor. Integrated curriculum approaches to learning skills are complemented by whole School staff INSET. The Heads of Individual Needs meet with class teachers (Junior School) and in the Senior School help with subject specific strategies for learning support.

9 Arrangements for Public Examinations

9.1 Examination Access Arrangements (GCE & GCSE)

The Head of Individual Needs or Academic Support and the School's Examinations' Officer are responsible for managing applications for access arrangements for public examinations.

The School follows the current Joint Council for Qualifications (JCQ) and Cambridge Assessment International Exams regulations and guidance for examinations issued at the beginning of each academic year. This includes offering Students opportunities to rehearse specified arrangements throughout their courses, e.g. allowing extra time during internal School examinations, regular use of a word processor. Recommendations for access arrangements derive from an identified, documented educational need evidenced in an existing psychological report or a specialist teacher's assessment report. This must be supported by historical evidence of the need. Parents will be expected to provide relevant, updated documentary evidence if required.

Any exam access arrangement must be the Student's normal way of working in the classroom.

The School will only accept external psychological and specialist teacher reports if the member of staff with responsibility for Individual Needs or Academic Support is satisfied that the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the School takes place before the assessment. As per JCQ regulations, the final decision regarding access arrangements remains with the School.

9.2 Word Processor

Only a candidate who has been given permission to use a word processor as their normal way of working in School may use one in examinations. The School will provide support for all Students to ensure they can perform to the best of their abilities in all examinations. Using a word processor in every exam may not best serve the interests of the Student. The use of a word processor for examination purposes must be discussed in full with the Head of Academic Support and Head of Individual Needs ahead of any external examinations. There must be sufficient evidence and time to practise using a word processor before it can be agreed as an examination access arrangement.

In addition to the qualification criteria above, a Student must also be able to demonstrate sufficient time, specific practice and rehearsal of word processor use in tests and examination conditions. In exceptional circumstances, the use of a word processor will be allowed in a shorter timeframe, for example in the case of a temporary injury.

All word processors for examination use must be provided by the School. No personal laptops can be used in examinations. The School will provide an appropriate word processor facility which conforms to regulations stipulated by the examining bodies.

Appendix A

Responsibilities in the Boys' School:

Heads of Departments responsibilities:

The HoD will have overall responsibility for guiding teachers in meeting the needs of Students in the classroom and in using intervention before referring Students. The HoD may delegate this responsibility to another member of the department. However, the HoD must retain oversight.

Teachers, supported by HoDs, will:

- use data and pastoral information to support the early identification of SEND
- take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning lessons, and homework for Students not making the expected progress

Pastoral Team responsibilities:

Form Tutor will:

- support students
- liaise with teachers
- advise Parents on how to support their son

Head of Section will:

- use data to track progress of Students across the section and identify possible SEND
- keep Form Tutors, teachers, HoDs and the Academic Support Dept up to date about Student concerns
- support Students with organisational skills

Senior Tutor and Heads of House will:

- support Heads of Section as needed

Deputy Head of House will:

- work with the Academic Support Dept to collate Referral Forms
- monitor Students with SEND through Pastoral and Academic Monitoring (PAM) or Individual Needs Profile (INP)

The Academic Support Department will:

- support colleagues in all the above / deliver training and guidance
- provide individual lessons and resources to Students with SEND
- track Student progress using INPs and learning walks
- assess for some Access Arrangements for public exams
- gather teacher evidence for Access Arrangements and apply online
- liaise with Parents and external specialists
- communicate with staff by email, calling case conferences, attending departmental meetings and other meetings

Checklists:

What do I do if I suspect a Student I teach has SEND?

- Have a discussion with the Student about what they are finding difficult and why
- Speak to HoD and Form Tutor
- Look at MidYIS, Lucid, Progress Grades on his PLP on Habsnet. Ask for advice if needed
- Try in-class strategies for an agreed period of time to try and improve the area of difficulty
- Consider referral to Head of Section for support with organisation
- Refer to the Head of Academic Support by email if needed

Referral to Academic Support

Staff refer a Student to the Head of Academic Support when a Student is having significant and persistent difficulties in learning.

Staff may also refer when a pattern of need emerges from:

- monitoring of assessments by Teachers and Heads of Departments
- monitoring of reports by Form Tutors and Heads of House
- monitoring of baseline screening tests by Heads of Section and the Academic Support Department

A Parent may refer a Student to Academic Support and a Student may also self-refer.

How do I know if a Student has SEND?

- SEND Students are starred in the online teacher mark book, downloadable from Habsnet
- The Academic Support Department will notify staff of any Students who are newly assessed as having SEND
- The Reasonable Adjustment Register (RAR) is an up-to-date list of all Students with SEND on Habsnet. It can be accessed by clicking on 'Staff' and then 'Lists.' In the Girls School, this is called the Individual Needs list. The Access Arrangements list shows all students with additional examination adjustments.

What do I do if I teach a Student who has SEND?

- The Personalised Learning Profile (PLP) on Habsnet has full details of Reasonable Adjustments that must be made for each Student with SEND
- The Academic Support Department will communicate with staff when there are changes to Reasonable Adjustments and suggest resources to support teaching
- Class Teachers must monitor the progress of Students with SEND carefully, provide evidence of use of Access Arrangements and report back when needed, especially on the PAM

Appendix B

Responsibilities in the Girls' School:

The Individual Needs Team at the Girls' Junior and Senior School

It is the overall responsibility of the Head of Individual Needs to ensure that appropriate provision is made for Students with SEND across the Girls' School. However, it is acknowledged that **all teachers are teachers of children with special educational needs** and, as such, supporting Students with SEND is a whole School responsibility. Academic and pastoral staff are expected to be familiar with the Individual Needs of their Students and to make their best endeavours to provide reasonable adjustments through differentiated activities, resources and additional subject-specific support. Staff will be supported in this by:

- The Head of Individual Needs at both the Junior and Senior School
- A Specialist Teacher
- Individual Needs support staff member

The team work closely together and provide information, support and strategies to enable staff to work confidently with Students. In addition, the team benefits from the services of a School Counsellor and School Nurse.