

Special Educational Needs & Disabilities (SEND) Policy

This policy is applicable to all pupils, including those in the EYFS.

1. Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 (SEND Code 2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans and SENCOs
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

2. Introduction

St Hugh's ('the School') prides itself on being able to cater for a wide range of children's abilities including those in need of learning support. The School is committed to a policy of inclusion; one in which the teaching, learning, achievements, and well-being of all children, including those with special educational needs and/or disabilities, are paramount.

We offer whole school support and advice to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning. Children may need '**additional or different**' help to that given to other children of the same age.

In order for the curriculum to be accessible to all children, teachers take account of the information disseminated by the School's Learning Support Department. The Department is overseen by the Head of Learning Support / SENCO, Mr Simon Tomlinson who is supported by the Learning Support Team working in the four sections of the school: Nursery, Pre-Prep, Middle School and Upper School.

3. Aims and Objectives

- To ensure that all pupils, whether they have a learning difficulty or not, have access to a broad, balanced, and relevant curriculum that is differentiated to meet their individual needs.
- To equip pupils with the knowledge, procedures, and strategies they need to work independently.
- To ensure early identification, assessment and provision for any pupil who may have SEND or require Learning Support.
- To enable all staff to take responsibility for recognising and addressing individual needs whilst having regard to the SEND Code of Practice 2014 or any substituting or amending code of practice as issued from time to time.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To offer advice and support to teachers responsible for each pupil's progress.
- To work closely with the English and Maths departments in providing a consistent framework of support for those who need help and support with literacy and maths.
- To help each pupil to aim to realise their full potential and to optimise their self-esteem by equipping them with strategies for learning which increase their independence.
- To encourage an effective parent-school partnership, one that implements a joint learning approach at home and at school and enables parents to make an active contribution towards the education of their child.
- To liaise effectively with outside agencies and to disseminate information gleaned from interaction with them.
- To follow the SEND Code of Practice (2014) which recommends a graduated approach whereby appropriate stages of action are matched to the individual pupil's needs. The graduated approach is known as the Assess, Plan, Do, Review (APDR) process.
- To encourage and support pupils to participate in all decision-making processes that occur in their education, considering their views and personal targets.
- To ensure compliance with the Equality Act 2010 and have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time

4. Definition of Special Educational Needs, Special Educational Provision and Disability

A pupil is recognised as having SEND where their learning difficulty or disability requires special educational provision to be made for them, namely provision that is different from or additional to that normally available to pupils of the same age. The SEND Code of Practice (2014) states that 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 children of the same age; or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has SEN if they are likely to fall within the definition at a) or b) above or would so do if the special education provision was not made for them. (Section 20: Children and Families Act, 2014) Children 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.

Special Educational Provision means, for children of two or over, educational provision which is *additional to*, or otherwise *different from* the educational provision made generally for children of their age in mainstream schools.

Disability

A disability under the Equality Act 2010 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 includes sensory impairments, such as affecting speech, sight or hearing;; developmental, such as autism spectrum disorders (ASD); dyslexia and dyscalculia; memory; ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

The Equality Act 2010 states that it is unlawful for responsible bodies to treat a disabled person less favourably than a non-disabled person for a reason that relates to the person's disability.

Reasonable adjustments could include:

- Changes to policy and practises
- Changes to course requirements
- Changes to the physical features of a building

- Delivery of courses in alternative ways
- Provision of material in other formats knew line provision of auxiliary aids and services
- Easy access to laptop/Chromebook

There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Within the School, a pupil's level of need is identified by a simple colour coded star on the Learning Support Register. There are four graduated levels: Blue for Monitor, Silver for Mild, Yellow for Medium, Red for SEND. Children with medical needs or disabilities are also shown in red and their notes marked as medical.

We use our professional judgement, knowledge of our pupils, screening and specialist results to help determine which children have a Special Educational Need.

5. Four Areas of Learning:

The single SEND Category refers to those children who require specialist provision that is additional to and different from their peers across 4 broad areas. Children may have needs that cut across all these areas and their needs may change overtime

The four areas are:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

6. Learning Difficulties categorised as additional needs

The following are not SEN but may impact upon progress and attainment. These needs may be 'additional needs' as distinct from SEN.

- **Disability** (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality legislation – these alone do not continue SEN).
- **English as an Additional Language (EAL):**
Children must not be regarded as having SEN or a learning difficulty solely because their home-language is different from the language they would be

taught. In the Early Years this is particularly important with consideration needing to be taken as to all areas of the child's learning and development to establish whether any delay is in relation to a child having EAL or if it arises from having SEN or a disability. (Please refer to the School's EAL Policy).

7. Roles and Responsibilities

The **governing body** in co-operation with the Headmaster has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.

The **Headmaster (Mr David Griffiths)** has key overall responsibilities, which include:

- The management of all aspects of the School's work, including provision for pupils with SEND.
- Working closely with the School Leadership Team to keep the governing body informed about SEND issues.

Mr Neill Lawson-Smith is the School's Chair of Governors and Mrs Anna Coull is the Governor overseeing SEND/Learning Support.

The **Head of Learning Support / SENCO (Mr Simon Tomlinson)** has key responsibilities, which include:

- Strategic management and coordination of the SEND provision across the School and delegated responsibility for implementation of the School's SEND Policy
- Delegated responsibility for regular monitoring and reporting to the Headmaster and governors about the implementation of the School's SEND Policy.
- Evaluating with the Headmaster the suitability of the School for prospective pupils with SEND
- Overseeing the timetabling of support for pupils with SEND/LS
- Overseeing & coordinating work of the Learning Support Department
- Liaising with the School Leadership Team to ensure that SEND/LS issues are given prominence and new initiatives driven forward and embedded across the School.

The **Learning Support Department** have specific key responsibilities, which include:

- Overseeing the day-to-day operation of the School's SEND policy.
- Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND or requiring Learning Support.

- Helping staff to identify pupils with learning support needs.
- Designing and implementing Pupil Profiles (PPs).
- Teaching pupils who are on the Learning Support register
- Overseeing and maintaining the records of all pupils with SEND/LS, ensuring the Learning Support Register is accurate and up to date, and circulating information to teachers.
- Liaising with parents of pupils with SEND/LS as appropriate.
- Liaising with external agencies and the dissemination of information to all staff.
- Together, with the Headmaster and admissions team, assessing prospective pupils' suitability for admission to the School in light of any SEND and corresponding support needs should an offer of a place be made.
- Assessing pupils to determine eligibility for access arrangements and to identify strategies to support learning and enable progress to be made.
- Liaising with external agencies which may include Educational Psychologists, Occupational Therapists, Speech and Language therapists, Child and Adolescence Mental Health Service (CAMHS) and other health and education services.
- Applying the school's philosophy on Wellbeing.
- Providing a safe and welcoming place for all children to learn irrespective of learning or emotional needs.
- To implement the graduated approach: Assess, Plan, Do, Review (APDR) for all children receiving Learning Support and to share this with all stakeholders.
- Organising and attending meetings with parents, where appropriate.
- Working closely with all departments (both academic and pastoral) where appropriate in ensuring SEND pupils needs are identified early on and met through carefully planned provision which follows the APDR cycle.

All staff have a responsibility to:

- maintain an up-to-date awareness of pupils' individual learning needs
- cater proactively for pupils' specific learning differences
- ensure that additional, specialist support is available, where reasonably practicable, to help pupils achieve their academic potential.

8. Identification and Monitoring of Special Educational Needs

a) Admissions

The School welcomes children from a wide range of ability who wish to make the most of the opportunities offered. Treating every child as an individual is important

to us and we welcome pupils with learning difficulties and/or disabilities, providing that we can give them the support they require and we can adequately cater for and meet their needs. We do not have the facilities or personnel to provide highly specialised and intensive treatments. (Please refer to St Hugh's Admissions Policy and Disability Policy)

As part of the admissions procedure, parents are encouraged to discuss their child's requirements with the Admissions Registrar so that we are aware of their needs and/or any special circumstances (see Admissions Policy). Parents will be asked to provide a copy of any Educational Psychologist's report or medical reports in advance of the taster and assessment day, to allow the Headmaster and Learning Support Department staff to consider what reasonable adjustments (if any) can be made to the admissions process and should an offer of a place later be made.

If during the admissions procedure it becomes evident that a prospective pupil may have a learning difficulty and/or disability, the School may invite the prospective pupil in to school to further observe and investigate their specific needs and to help the School make a fair assessment and informed decision as to whether the School is the right place for the child. An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot suitably accommodate the needs of the applicant.

b) Classroom Teaching

Once a pupil has entered the School, regular assessment of progress will be made by class and subject teachers, supported by the School Leadership Team and the Head of Assessment, to ensure the progress of all pupils. It is the aim of the Learning Support Department to identify those pupils making less than expected progress given their age and individual circumstances or progress which, for example, is significantly slower than that of their peers. However, not all children making slow progress have special educational needs and/or a disability. A pupil's slow progress should be addressed initially by careful differentiation and monitoring by teaching staff, with support and input from the Learning Support Department as appropriate.

When assessing a pupil's needs, due regard will be paid to:

- a) parents' and pupil's (considering the pupil's age and understanding) wishes and views
- b) feedback from staff within the School, including teaching staff and members of the Learning Support Department
- c) evidence from any medical and/or psychological assessments
- d) evidence from pupils' performance in School

- e) recommendations made by relevant professionals, such as Educational Psychologists

On the basis of the available evidence, the School will decide upon the nature and level of any adjustments and support that can reasonably be made, showing due compliance with the School's obligations under the Equality Act 2010.

The following recommendations for adjustments and support may be made:

- Placement on the Learning Support register or Watch List
- Group booster lessons
- Individual or paired lessons for literacy, maths or pastoral support
- Formal assessment by an Educational or Clinical Psychologist, Occupational Therapist, Hearing, Speech and Language, or Vision specialist.

c) Teachers, Tutors, and Form Teachers

Subject teachers, working in partnership with the Learning Support Department, will have a responsibility to ensure that the learning needs of all pupils are recognised and catered for within a teaching and learning programme.

Form Teachers, Reception-Y8, and Tutors, Y7-Y8, are also the designated staff members for Learning Support pupils to enable them to discuss any difficulties or concerns they may have. Liaison with the Learning Support Department enables them to follow up any concerns or additional support needed where appropriate.

d) Identification and Screening Procedures

Central to the work of every class and every subject, is a continuous cycle of planning, teaching, assessment and evaluation ('a graduated approach') that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress well within these arrangements. However, there may be pupils who do not make adequate progress. They may not be closing the gap between themselves and their peers either academically or socially. If they are significantly outside the expected range, they may have a specific learning difficulty.

The first response for all pupils is high quality teaching, differentiated to target any areas of weakness. A class or subject teacher would therefore usually initiate the first steps of a graduated approach to identifying SEND. The quality of teaching is the subject of regular review and, where necessary, support is provided to assist

teachers' understanding of strategies to identify and support those pupils in need of additional support.

If a pupil is making less than expected progress (in light of their age and particular circumstances), members of staff should refer a pupil to the Learning Support Department.

The School also recognises that progress may relate to wider unmet social needs. For example, persistent disruptive or withdrawn behaviours may initiate assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present.

To help monitor a pupil's progress, the School uses the following procedures:

Early Years Foundation Stage (EYFS)

In the **Cottage Nursery**, progress is monitored using all the EYFS framework (& Development Matters) 7 Areas of Learning: Communication and Language (CL), Personal, Social, and Emotional Development (PSED), Literacy Development (LD), Mathematics (MD), Physical Development (PD), Understanding the World (UW), Expressive Arts and Design (EAD).

In addition, the EYFS children are monitored carefully through the principles of the EYFS:

- Every child is a unique child, who is constantly learning and can be resilient, confident, and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways at different rates.

The EYFS staff meet every week to discuss the needs of all children. If staff have particular concerns about a child's development, they discuss it with the Head of Pre-Prep who then liaises with the Learning Support Coordinator. In Nursery staff can use the two-year check to identify a particular need. If appropriate, in consultation with parents, outside agencies may be contacted. These agencies may include Occupational Therapists (OT), Speech and Language Therapist (SaLT), Physio Therapist (PT) or the Early Years Special Educational Needs Inclusion Team (EYSENIT). The Head of Nursery also completes a WellComm assessment which flags up any language difficulties in children to be supported.

There is ongoing communication between Nursery, Reception, and the Head of Pre-Prep to ensure that any concerns regarding a pupil's difficulties or lack of progress are noted in the child's Learning Journey and on ISAMS. This information is also discussed with parents and the Pre-Prep Learning Support Coordinator, who will monitor progress and may place the child on the Learning Support Register with the permission of parents.

In **Reception**, pupils are screened using a school baseline assessment. If this assessment detects any concerns, not felt to be developmental, then the child will be further screened using appropriate formative and summative standardised assessments which can be used to identify difficulties they are likely to encounter in their learning. This information can be used to develop specific target plans. At this stage parents are kept informed and consulted regularly about their child's progress.

In **Years 1 & 2** annual standardised tests are used to identify areas of weakness. Anomalies such as weak phonological awareness and related skills are reported by the class teacher to the Head of Pre-Prep and discussed with the Pre-Prep Learning Support Coordinator. The child may be placed on the Pre-Prep Concerns Watch List and progress monitored. Class teachers keep parents aware of any concerns about their child's progress.

In **Reception, Years 1 and 2** a phonics (Read, Write, Inc.) screening is carried out regularly (termly) and the information is used to group children according to reading ability. These assessments are also used to inform teachers about a child's progress.

In the **Middle and Upper Schools**, assessments in the form of CAT testing, regular Accelerated Reader STAR assessments and yearly standardised assessments of reading, spelling, English and Maths progress are carried out. (Please refer to the Assessment Policy.) Teachers with concerns about the progress of any pupil will follow the graduated approach (APDR cycle). In the first instance the teacher would raise the child for discussion at a Staff meeting and the teachers would complete a Learning Support referral form which will be reviewed by a member of the Learning Support Team. Following this, it may be appropriate for a member of the LS team to carry out further observations and assessments of the child to determine if additional support is required in liaison with all stakeholders. At this stage, the child may be added to the Watch List or the Learning Support register.

e) Liaising with Parents

Either during the admissions procedure or subsequently, parents may express concern about their child's progress. This will usually first be discussed with the Form Teacher or a member of the School Leadership Team, but the help of the Learning Support staff may be required to provide further information and support.

Parents may, however, feel free to contact the Learning Support Department directly to discuss matters relating to learning support or to discuss any matters arising from an Educational Psychologist's report. Members of the Learning Support Department may in turn need to contact parents regarding matters of support for learning or examination access arrangements.

The School will offer parents the chance to meet at least twice a year to discuss setting individualised targets, sharing progress towards these and ways in which parents and guardians can support their child's learning towards achieving these.

9. Assessments carried out by the Learning Support Department:

This may be initiated by the teaching staff, parents, admissions procedure, screening, or LS staff themselves through the Assess, Plan, Do, Review cycle (see section 11).

The Learning Support Department will investigate any concerns brought to their attention and, where they reasonably consider that a pupil may have a learning difficulty, may carry out additional assessments, to help gain a better understanding of a possible area of learning need a child may have. If an assessment is indicative of a learning difficulty and/or disability, the School may request (in agreement with the parents) that the pupil is assessed by a qualified specialist teacher and/or agree to an assessment by an Educational Psychologist (the cost of which is met by parents). Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received, (as requested in the Parental Contract). Specialist assessment regarding vision, hearing, or other physical, behavioural or cognitive aspects which appear to be affecting learning may also be recommended.

The outcome of any assessment will be summarised on the School's database and appropriate support will be implemented, in light of the School's reasonable adjustments duty.

Parents will be informed if any assessment suggests the need for additional support. The School will discuss with parents where the results of the assessment recommend additional lessons or other support to meet the child's needs and how the School proposes to implement such support. Where pupils receive SEND or learning support, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be consulted before an external agency/service provider becomes involved with their child.

10. Disability

We recognise that some children with learning difficulties may also have a disability. A register of known medical conditions and disabilities of any pupils in the School is kept available from the School Nurse. Generally, these pupils are not added to the Learning Support Department register unless the child is experiencing difficulties with learning. Every effort is made to ensure that a child with a disability is afforded the same educational and social opportunities as their non-disabled peers. When considering the needs of those pupils with physical disabilities, the School's Accessibility Plan will explore ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

11. Provision for Pupils with Learning Support or SEND

Provision for pupils with special educational needs is a matter for the School as a whole. In addition to the School's governing body, the Headmaster, Head of Learning Support Department and all other members of staff have responsibility. **All teachers are teachers of pupils with special educational needs.**

In line with the SEND Code of Practice (2014), the Learning Support Department adopts a graduated approach to the provision for pupils with special educational needs using the APDR approach.



This approach recognises that there is a continuum of learning support needs, each requiring a different level of support depending on the specific needs of the pupil. In line with the Graduated Approach, teachers are responsible and accountable for the progress and development of all pupils in their class and high-quality teaching is the first step to responding to pupils who might have SEND. The graduated response draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned.

A pupils identified needs may be met within the classroom, in small groups, in one-to-one lessons or by seeking the help of external specialist agencies.

The Learning Support Department's role, in addition to those described above, is:

- Stage 1: General advice on teaching and learning styles, differentiation, and materials in class.
- Stage 2: Additional support, if needed, will be considered, and put in place. This may include booster groups, managed by the Learning Support Department. Pupils may also be added to the Watch List, if deemed appropriate.
- Stage 3: Learning Support will continue to monitor and assess a pupil identified as requiring additional support. Progress will be formally assessed twice yearly (although pupil progress is continually kept under review). A pupil may be added to the LS register and consideration will be made as to whether the pupil requires a Pupil Profile and more differentiation and individual support.
- Stage 4: Where the advice of external agencies is deemed appropriate to further support a pupil, the Learning Support Department's role is to liaise with any external agencies engaged by the School and to disseminate information internally to relevant staff.

The following table outlines the different stages of action:

	STAGE 1 <i>(Differentiated learning in class)</i>	STAGE 2 <i>(Differentiation + small group support)</i>	STAGE 3 <i>(Differentiation + individual help)</i>	STAGE 4 <i>(As per stage 3 + advice from external agencies)</i>
Assessment and Planning	In class teacher assessment and screening tests.	Teacher assessments, screening tests. In-school whole class assessments	In-school individual assessments	External assessments by Ed. Psych. or other specialists
Grouping for Teaching Purposes	Grouping/setting strategies used within classroom	Small groups used for in/out of class activities – according to specific need. Eg. spelling, maths, reading, pastoral, etc.	Individual paired or small group tuition to support PP targets.	Individual/small group tuition to support PP/EP or specialist report.
Human Resources	Class teacher and teaching assistant with advice from LS as necessary	Learning Support Department/ Learning Support Assistant	Learning Support Department in liaison with parents	Learning Support staff in liaison with external therapist and parents
Curriculum and Teaching Methods	Differentiation within lesson. Other adjustments to teaching methods as necessary.	Specific reinforcement or development of particular skills through carefully differentiated activities and materials.	Individual programme devised and delivered to support specific targets. Possible access arrangements and dropping a subject.	Individual programme devised and delivered to support specific targets. Possible access arrangements and dropping a subject.

Under all stages above, the class or individual subject teacher remains responsible for working with the child daily, including when the child is involved in group or one-to-one teaching away from the main class. They will work closely with all those involved with the pupil and plan and assess the impact of support and intervention and how these can be further developed in the classroom. Class teachers may draw upon a variety of sources of information to inform their planning such as reviewing any Pupil Profiles, EP Summaries, external reports, assessment data, progress grades, teacher report, pupil and parental feedback.

The Learning Support Department will support and assist class teachers with further assessment and advise as to strategies and support that may help further reduce possible barriers to a child's learning. The effectiveness of any support and intervention provided will be monitored regularly in accordance with agreed review dates. Such evaluation will include the views of parents and the pupil (where appropriate).

12. Referral Process

The Referral Process is underpinned by evidence that despite a pupil having received differentiated learning opportunities within class, progress is perhaps not being made and the pupil is at risk of significantly falling outside the range expected for their age group.

- In **Pre-Prep**, if the concerns raised by the teacher is regarding a pupil's progress in literacy, reading, writing, or spelling, this is first discussed with the Head of Pre-Prep. From this discussion it may be appropriate that a review of the teaching groups for these subjects is undertaken. For other concerns, which may include (but not limited to) social, emotional mental health and wellbeing, behavioural attention, speech and language difficulties, and motor coordination, the first contact point of contact would be the Head of Pre-Prep who will also alert the Pre-Prep Learning Support Co-ordinator and the Head of Learning Support. Using evidence gained from formative and summative assessments, it may be decided that Stage 2 intervention is appropriate. If progress continues to be a concern, Stage 3 would be followed, with short individual Learning Support sessions being offered if appropriate. Class Teachers will liaise with parents to keep them informed of concerns and to work with them in making any referral.

- In **Middle and Upper Schools**, after an initial expression of concern by staff or parents and discussion with relevant staff, or following results from screening tests and ongoing monitoring, further testing may be done at this stage by the Learning Support Department and the results discussed. Action may be in the form of a short-term booster group session to address any specific difficulties and children will be added to the Watch List for regular discussion and review. If progress is not made, then one-to-one, paired, or small group sessions may be put in place.
- In **Upper School**, if a teacher is concerned, they will discuss their observations with the Learning Support Department and some further testing may take place. If it is agreed that the pupil would benefit from Learning Support, the child is placed on the Learning Support register and a Pupil Profile is produced with the permission of the child's parents. If progress is not being made, or if there is a suspicion that the child might have a specific learning difficulty, such as Dyslexia, then external expert advice will often be sought.

13. Pupil Profiles (PP)

A Pupil Profile is used to plan the intervention for pupils who are having the support of the Learning Support Department. The Pupil Profile sets out:

- The nature of the pupil's learning difficulty and/or disability
- Clear outline of the pupils' strengths and difficulties
- Specific learning targets, focusing on three or four key objectives with success criteria
- The staff involved in providing the support and the frequency of the support
- Recommendations for the classroom or access arrangements
- Summary of information contained in reports e.g. Educational Psychologist's report, Speech and Language Therapist report, Occupational Therapy report
- The child's views and aspirations
- Review comments and date.

14. Review Meetings

Pupil Profiles are formally reviewed twice yearly, in October/November and June. Parents are invited to discuss the content of the new Pupil Profile twice a year in the Autumn and Summer terms. However, we always welcome contact with parents at

any time if they are worried about their child. Parents are involved every time in the planning and the review. In EYFS and Years 1 & 2, the Pupil Profile may be written and reviewed more regularly.

For pupils with an EHC Plan, reviews may be more frequent depending on need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC. A copy of the review is sent to all invitees, including parents/carers, and the SEN team. For children issued with an EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN team will be involved as will all other agencies involved.

15. Monitoring and Record Keeping

The School will rigorously and regularly monitor the quality of provision throughout the School, by undertaking the following:

- Lesson observations
- Work sampling
- Data analysis of exam and screening results
- Requesting feedback from staff, pupils, and parents

Any information gathered will be used to inform the School's Development Plan and the outcomes of all the above will be shared with the Headmaster and governors.

The individual needs of pupils are reviewed as part of the School's reporting procedure. Pupils and, where necessary, their teachers, are consulted in deciding the area of focus within support lessons. The Learning Support Department may also meet to discuss pupils' progress, teaching and learning strategies used or intended to be used.

All information regarding a pupil with SEND (e.g. Pupil Profiles, any external, specialist reports and evidence of progress) are all kept securely in the Learning Support Office. A copy of external, specialist reports are also be kept on ISAMS (a secure electronic data-base) and within the Learning Support confidential files. Minutes of meetings and telephone conversations with parents are written up on ISAMS if any important changes have been made, and copies sent to the Headmaster and any relevant staff. Any assessment scores are also kept in the child's file.

A summary of any specialist reports is saved on ISAMS and also within the Learning Support folders. Teachers are given access to this information by the Head of Learning support to enable staff to accommodate the needs of the child in their planning and differentiation, assessment, and evaluation. A member of the Learning Support Department will attend the briefing meetings held before Parents' Evenings and contributions will be made during both staff meetings and individual departmental / key stage meetings each week.

16. Learning Support Register and Watch List

The Learning Support Department maintains a Register on ISAMS (this is a secure electronic computer-based system) that gives details of all pupils who are being monitored and who are currently having some form of intervention. The register provides a brief description of the pupil's profile, any specialist reports or assessments and any access arrangements in place. The register is updated regularly throughout the year and all staff have access to this.

In addition to the Learning Support Register, we also use a Watch List. The Watch List details the main areas of concern for a pupil who may not be making expected progress and details the action taken to support this, focal point for regular reviews of the progress made and ongoing individual needs of the pupil.

17. Supporting Pupils with Medical Conditions

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Educational Health and Care Plan (EHC Plan), which brings together health and social care needs, as well as their special educational provision.

The School will support pupils with medical needs in light of published DfE guidance as amended from time to time.

18. E-Safety

The School recognises that pupils with SEN may have an increased vulnerability to risk online, especially those with language and communication difficulties, or social communication difficulties. We are also aware that some SEN pupils will be using a school laptop/iPad as their normal way of working in Upper School. We therefore need to be vigilant to ensure that these are kept up to date with the support of the IT department with regards to school-wide e-safety measures.

19. Exam concessions

Examination concessions in Upper School for internal school examinations will not normally be permitted without appropriate evidence in the form of standardised scores. In Middle School, we monitor pupils who may potentially need extra time in the future. If extra time is felt necessary, this is given and recorded for future reference.

An assessment by an Educational Psychologist or Specialist Assessor is normally needed for the awarding of extra time in public examinations and almost always for a reader or scribe. If extra time or other access arrangements are awarded, then these should be applied to school examinations in order for the candidate to become familiar with using the concession. Our aim is for pupils to become as independent as possible before they move on to senior schools. Exam concessions should be the child's normal way of working and be reflected in classroom practice.

20. The Local Offer and External Agencies

The purpose of the Local Offer is to enable parents and young people to gain a clearer understanding of what services are available in their area and how to access them. Oxfordshire's Local Offer can be accessed through:

[Special educational needs and disability: The local offer | Oxfordshire County Council](#)

In addition, there are several local independent specialists, and we appreciate parents will want to make their own choices. Some of the specialists we frequently work with include:

- Dr Sarah Patrick – Educational Psychologist
- Dr Natasha Conner - Clinical Psychologist
- Sally Szyndel - Speech and Language Therapist
- Jess Dunn – Occupational Therapist
- Gardiners Opticians, Headington.

Where the advice of an external agency has been sought, the Learning Support Department will disseminate the relevant information to the teaching staff by posting a summary on ISAMS. The individual Pupil Profile will reflect the advice given by the external agency and this too is made available for all staff to access.

21. Statutory Assessment

If a request is made for a statutory assessment to a Local Authority in accordance with the SEND Code of Practice 2014, the School will provide information and evidence that is required. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to the relevant and purposeful measures taken by the School and external specialists, they may call for special educational provision to be put in place through an EHC plan.

If a pupil with an EHC plan joins the School, they will be provided with an education which meets the requirement of the EHC plan. EHC plans will be reviewed annually with all agencies involved with the education of the child in attendance.

22. Training and Development

The Learning Support Department takes advantage of training opportunities whether formal or informal. We recognise the constantly changing nature of approaches and knowledge in this field and aim to increase our expertise.

Training needs of staff in relation to SEND are identified by the relevant members of the leadership teams and funding is allocated to ensure all staff are trained to an appropriate level. To maintain and develop the quality of teaching and provision to

meet the needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake an induction programme which explains the systems and structures in place around the School's SEND provision and practice and aims to highlight the needs of individual pupils. Members of the Learning Support Department ensure that they keep up to date with current developments in the field by attending training courses, conferences and sharing expertise with other practitioners. We contribute to the Whole School Development Plan and we will also organise INSET for staff at the School as and when appropriate.

23. Transition Arrangements

The Head of Learning Support liaises with future schools to provide details of access arrangements for entry examinations. In consultation with parents/carers, the Head of Learning Support will share information of a pupil's SEND/Learning Support needs as appropriate.

24. Equal Opportunities

St Hugh's School is committed to providing equal opportunities for all, regardless of race, faith, gender, or capability in all areas of school. The school promotes self and mutual respect as well as a caring and non-judgemental attitude throughout the school community. (Please see our Equal Opportunities Policy).

25. Supporting Pupils with medical conditions – please refer to the School's Medical Policy.

26. Accessibility

The School ensures that the admissions, discipline and other procedures (for example, arrangements for schools trips or examinations) take account of pupils' learning difficulties and/or disabilities. (Please refer to the School's Accessibility Policy).

27. Complaints

St Hugh's School works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the schools' Complaints Policy and Procedure.

28. More Able and Talented

At St Hugh's School, we aim to provide a broad and rich curriculum that meets the needs of all pupils. We believe in celebrating and promoting the gifts and talents of all our pupils. We achieve this by offering a broad range of opportunities that aim to stretch and challenge pupils across all subjects and delivered not only in the classroom, but out into the wider community at local and national levels.

29. Related Policies

- Equal Opportunities Policy
- English as an Additional Language (EAL) Policy
- Accessibility Policy
- Disability Policy
- Curriculum Policy
- Medical Care Policy
- Child Protection and Safeguarding
- Behaviour for Learning Policy

30. Key Individuals involved in the development, evaluation and review provision as detailed within SEND Policy:

- School Leadership Team
- Relevant members of the Academic or Pastoral Leadership Teams
- Head of Learning support / SENCO – is a member of the Academic Leadership Team and is responsible for the day-to-day running of the Learning Support Department.