



Notting Hill & Ealing High School GDST

Special Educational Needs & Disabilities (SEND) Policy (Whole School including EYFS)

Statement of Values

Notting Hill and Ealing High School is fully committed to enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential. This forms the underlying principle upon which our provision of support for learning is based and is a core part of the School's and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Our school is committed to providing a high quality education for those pupils identified as having Special Educational Needs and Disabilities (SEND). These are pupils who have a significantly greater difficulty in learning than the majority of pupils in her peer group, in one or more areas of the curriculum, or have a disability which prevents her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. This category includes those pupils with physical disabilities such as impaired sight or hearing, those with specific learning and organisational difficulties or disabilities such as dyslexia and dyspraxia which calls for special educational provision to be made for her.

The school aims to encourage and foster the development of all its pupils, and to ensure access to all aspects of the curriculum for pupils who meet its selective entry criteria. This holds true in both Junior and Senior Schools, each of which has a Special Needs Co-ordinator, who liaise at the time of transfer. The school follows the principles of the SEND Code of Practice 2015 and its approach to SEND provision reflects the guidelines established by the Girls' Day School Trust.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and the School's Admissions Policies
- GDST Exclusion Policy

- The School's Safeguarding and Child Protection Policy
- The School's Behaviour Policy
- The School's Anti-Bullying Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2014. Where required and in the case of pupils with statements/EHC Plans, the school will have due regard to the Code.

The policy will be reviewed every year by the SENCO and Deputy Heads, informed by consultation with other staff, parents and pupils.

Aims and objectives

The aims of this policy are that:

- The school will accept and value each individual and their differences, and will ensure it is accessible and no pupil will be discriminated against
- Children and young people with SEND/Additional Learning Needs (ALN) will engage in school activities alongside pupils who do not have SEND/ALN
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHCEE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensuring all pupils with SEND/ALN are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving pupils actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual pupils

Implementation

1. Roles and Responsibilities

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

Governance

In GDST schools the School Governing Board (SGB) is not the proprietor of the school and, as such, has no executive authority or legal responsibility for its performance. The SEND Champion on the SGB has no formal responsibility, but we plan to establish one to champion SEND issues and concerns on the SGB, and provide constructive input and an external perspective to the strategic development of SEND at the school.

The role of the SENCO

The SENCO is responsible for the day to day implementation of the SEND policy, and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing other staff in the learning support team;
- Managing the budget and other resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Tracking and monitoring pupil progress;
- Overseeing and disseminating Pupil Profiles to relevant teaching staff and parents to ensure effective communications;
- Advising and supporting non specialist staff, and contributing to INSET;
- Working with the Examinations Officer (Senior School) to ensure appropriate access arrangements are in place for external assessment;
- Working with parents;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning;

Senior School

Specific responsibilities for SENCO – (Charlotte Williams-Foster) include:

- Assisting the Headmaster and Academic Deputy Head with the strategic development of SEN provision across the school and managing the SEND budget;
- Ensuring that the school's SEND provision reflects current legislation;

- Co-ordinating support, working closely with Heads of Year and Heads of Department to identify need and secure appropriate provision;
- Maintaining the SEND register and using IT to record pupil information such as IEPs and SEND register on school network and SIMS;
- Working with the Learning Support Team to ensure that IEPs are regularly updated;
- Communicating information to staff, including the dissemination of the SEND register, IEPs to parents and subject teachers, and girls eligible for laptop use and/or access to extra time during internal and external examinations;
- Monitoring and evaluating pupil progress, in consultation with Heads of Departments, Heads of Year and Deputy Head - Academic;
- Liaising with parents and external agencies to ensure effective support systems are in place;
- Applying for access arrangements with the examination boards, and liaising with the Examinations Officer to secure access arrangements in public examinations;
- The effective management of Learning Support staff to ensure individualised and tailored provision for SEND students;
- Holding regular meetings with Learning Support staff and reporting findings to the Deputy Head Academic once a term;

The role of the SEND department

The SENCO is assisted by a part-time Learning Support specialist who provides learning support to girls on an individual basis and supports our screening programme.

The role of Heads of Department

HoDs are expected to oversee and monitor SEND provision within their department. This will involve:

- Ensuring schemes of work include adjustments for SEND/ALN and are free from discrimination or bias.
- Ensuring opportunities are open equally to pupils with and without SEND/ALN.
- Using QTL procedures (classroom observation, marking review etc.) to ensure effective differentiation is in place and to review and improve practice.
- Liaising regularly with the SEND Department on ways to support pupils with SEND/ALN
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/ALN in their subject area.
- Ensuring inclusion is a regular item on department meeting agendas.
- Tracking and monitoring pupil progress for girls with SEND/ALN.
- Maintaining and updating the departmental accessibility plan.

The role of Heads of Year

- Monitoring and evaluating the impact of policy and provision for girls in their year group with SEND/ALN.
- Tracking and monitoring pupil progress for girls with SEND/ALN.
- Liaising with the SENCO and Learning Support to advise on individual pupil progress, support programmes and policy development that informs whole school planning.
- Working with parents.

The role of other teaching and support staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/ALN.
- Being aware of which pupils in the school have SEND/ALN and marking this in the class register to inform lesson planning, marking, monitoring and reporting.
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them.
- As practitioners, responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review.
- Assessing and monitoring the progress of pupils with SEND/ALN and recording and reporting relevant information.
- Developing constructive relationships with parents.
- Liaising with the SENCO about support and progress.

Junior School, including EYFS

The SENCO for the Junior School is Laura Wilson

Specific responsibilities of the SENCO

- Assisting the Head and Deputy Head with the strategic development of SEN provision across the school and managing the SEND budget.
- Ensuring that the school's SEND provision reflects current legislation.
- Co-ordinating support, working closely with class teachers identify need and secure appropriate provision.
- Maintaining the SEND register and using IT to record pupil information such as Pupil Profiles and Provision Plans.
- Working with the class teachers to ensure that Pupil Profiles are regularly updated.
- Communicating information to staff, including the dissemination of the SEND register, Pupil Profiles to parents and subject teachers, and girls eligible to extra time during internal and external examinations.
- Monitoring and evaluating pupil progress, in consultation with class teachers.
- Liaising with parents and external agencies to ensure effective support systems are in place.
- Liaising with Learning Support teacher to ensure individualised and regular support for SEND students.

The role of Key Stage Leaders/Subject Coordinators

Subject leaders are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND/ALN and are free from discrimination or bias.
- Ensuring opportunities are open equally to pupils with and without SEND/ALN.
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice.
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/ALN in their subject area.
- Ensuring inclusion is a regular item on department/subject meeting agendas.
- Maintaining and updating the departmental accessibility plan.

The role of other teaching and support staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/ALN.
- Being aware of which pupils in the school have SEND/ALN.
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them.
- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review.
- Assessing and monitoring the progress of pupils with SEND/ALN and recording and reporting relevant information.
- Developing constructive relationships with parents.
- Liaising with the SENCO about support and progress.

2. Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy can be found on the school's website www.nhehs.gdst.net at <http://www.nhehs.gdst.net/about/policies/>

Admissions Arrangements

NHEHS is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with our Registrar at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

The School may charge for certain forms of additional provision for pupils with SEND, such as one-to-one tuition for dyslexic pupils. Further information on charges can be obtained on request.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Pupils with an Education, Health and Care Plan

Where a pupil has an Education, Health and Care (EHC) Plan prepared by the Local Education Authority (LEA), we will work with the LEA to ensure that the provisions of the plan or statement are addressed and the relevant Pupil Profile is prepared and enacted according to the relevant statutory requirements. The Head of Learning Support will work with the LEA to ensure that a full, annual review takes place in line with the requirements of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#). More information on EHC assessments can be found within the [code of practice](#) under the heading "information about how to seek an EHC needs assessment."

3. The Four Areas of Need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning

difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Within the context of Notting Hill & Ealing Junior School, there are relatively few girls who ***'have a significantly greater difficulty in learning than the majority of children the same age' or 'have a disability which prevents or hinders them from making use of educational facilities'***. Girls who do fulfil these criteria are recorded on our *Special Educational Needs* register and are given appropriate support.

4. Identification and Assessment

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or 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 or mainstream post-16 institutions

NHEHS is broadly selective, and will have a relatively small proportion of pupils who would be considered to have special educational needs and disabilities as defined by the Act. However, we ensure that we are in a position to cater for these needs as they arise.

Additional Learning Needs (ALN) is the designation used by the school for pupils who do not have SEND as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs. Children may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. Every year, some of our highest achieving pupils academically are identified as having a learning need.

Children are not 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. These children, however, are likely to have additional needs of a different kind and may well receive learning support for their language development.

Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with prospective parents, any previous school, and use of the admission information which prospective parents should complete fully.
- Identification at transition: the Junior and Senior schools liaise on pupil transfer to the Senior school, and Head of Year monitor pupils progress at each transition point further up Senior School

- Identification through data tracking, screening, and staff concern: class and subject teachers make regular assessments of progress for their pupils. Baseline assessments can be used to help identify SEN students e.g. MIDYIS and ALIS. Year 7 have a spelling test administered by the English department to assist in identifying pupils with possible SEN and a screening test by the SENCO. Internal examinations are also carefully scrutinised by all teachers to identify potential SEN. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness.
- Where progress continues to be less than expected the class or subject teacher will work with the SENCO to assess the pupil. Teacher Record of Concerns are raised by the subject teacher to the SENCO. The SENCO will collate further information via the Head of Year and meet with parents to recommend further assessment if appropriate. Teacher monitoring such as formative class assessment, unit tests, and internal examination results is used extensively.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response will be to adopt the graduated approach as detailed above, moving to involvement with the SENCO if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, Heads of Year, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENCO as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support.

Where a pupil is identified as having SEN, parents will be formally notified.

5. Provision

NHEHS works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/ALN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties takes a **graduated approach** in which the class or subject teacher **assesses** the pupil's needs drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

- The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEND/ALN. The school provides regular INSET provision to all staff to develop an understanding of good practice in supporting SEN pupils. Staff training in SEND is a key part of the SEN Accessibility Plan. SEND is part of the school's induction and appraisal procedures, and the SENCO is regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be found in the staff library and on the SEND folder on the staff network.

- Following a cycle of the graduated approach, if a pupil continues to fail to make the expected progress, the SENCO will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The SENCO will determine a personalised programme for the individual pupil, which may involve:
 - Further differentiation in the classroom, supported and directed by the SENCO.
 - Individualised outcomes- focused target setting through the use of Pupil Individual Education Plan and Pupil Profiles which will be discussed with pupils, parents and staff.
 - Access to specific resources – equipment, software programmes etc.
 - Additional specialist teaching provided by the School’s Learning Support Specialists
 - Pastoral support
 - Referral to external specialists, for example for further assessment by an Educational Psychologist.
 - Support for girls who are entitled to extra time or laptop use in public examinations, by providing them with these opportunities in class when completing tests or class work, whenever possible.
 - The teaching of study and revision skills in small groups, or as part of the PSHCEE curriculum.
 - Attending the Senior School Reading club (as relevant), which takes place before school and is led by the SENCO.
 - Any other SEN provision offered by the school.

In addition, the Senior School provides a designated teaching space, close to the English department called *the Zone*, to support the work of the learning support specialist when providing individual pupil help. Our SENCO fosters effective relationships with support services and external agencies.

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly in order to inform future support.

Examples of Provision – Senior School

Pupils who are a more serious concern may have **Additional or Alternative Learning Needs (A)**:

Pupils who are identified by their teachers, Head of Year, SENCO, or parents as needing more specific support, that do not meet the SEND criteria under the Children and Families Act of 2014, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, will be assessed by the SENCO to see how they can be best supported.

They may receive additional one-to-one teaching support from the Learning Support specialist. These students will be placed on the SEN register and will have an Individual Education Plan (IEP) or 'pupil support plan' which is reviewed twice a year. This information is communicated to parents and teaching staff. These students should receive additional in-class support through targeted teaching approaches. *Parents may opt for their daughter to have more regular specialist support on a fee basis if the school is able to offer additional capacity to do so.* The progress of these students is monitored by Heads of Department, the relevant Head of Year and the SENCO over the year.

Pupils who have a ‘significantly greater difficulty in learning than the majority of children the same age’ or ‘have 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 or mainstream post-16 institutions’ are classified as having Special Educational Needs (SEN): *Children and Families Act 2014*

Pupils that have difficulties or disabilities that fall under the Children and Families Act 2014, are classified as having SEN (**S**):

If pupils are identified by their teachers, Head of Year, SENCO, or parents as needing more specific support to that outlined above, an outside assessment of support, such as by an Educational Psychologist/Psychiatrist will be recommended by the Head of Year and SENCO.

When students with Educational Psychologist assessments recommending concessions in public examinations are identified, many have regular one-to-one support with the Learning Support Specialist to implement the learning strategies recommended in the report. These girls will have their status on the SEND Register and their IEP/Pupil Profiles updated to reflect the learning strategies recommended in the report and concessions in public examinations. The school will facilitate these concessions in end of year examinations. The progress of all students on the SEND register is monitored by the SENCO, the Heads of Department, the relevant Head of Year and the Deputy Head Academic over the year.

Where a student has a 'statement' or EHC Plan, we will work with the pupil's parents, outside agencies, and the LEA to support the pupil's special needs.

Pupils who have a physical disability (e.g. problems with hearing or sight) but who are not considered to have a *Special Educational Need* (as they do not **'have a disability which prevents or hinders them from making use of educational facilities'**) are recorded on our SEND Register and are highlighted separately.

Public Examinations and Access Arrangements – Senior School

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENCO will liaise with parents, students and the exams officer as to appropriate arrangements.
- The SENCO will complete a Form 8 Sections A & B and the specialist assessor or educational psychologist will complete Section C and, with the exams officer, the student will be entered using the JCQ online application system. The SENCO will sign the form and ensure that a hard copy is retained in the exams office for inspection purposes.
- If parents have commissioned a private specialist teacher or EP report, it is up to the SENCO and Deputy Head Academic as to whether they accept the findings in line with JCQ guidance. Parents need to be aware that any external specialist assessor should have an established relationship with the school, and that having a private report is no guarantee of access arrangements being awarded.
- Teachers will supply the SENCO with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up.
- Students requiring the use of a laptop in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least a term before they can start using it in public examinations.
- Students in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, subject by subject whilst in KS3.

Laptop Policy and Provision – Senior School

Who is eligible for laptop use?

Any student wishing to use a laptop in lessons must first demonstrate that the use of a laptop would significantly improve their productivity. The following criteria will be considered when deciding whether to allow a student to use a laptop in school:

1. Touch typing speed being faster than free handwriting speed
2. Staff feedback
3. Educational Psychologist feedback

An in-school assessment of handwriting speed and touch typing speed will be carried out by the SENCO to assess the first criterion. If the criteria are met, the SENCO will liaise with the student and parent(s) to set up the use of laptop in lessons.

For Internal Examinations

Once a student is using a laptop in a particular subject, they may also choose to use a laptop for the internal tests or examinations for recommended subjects. For this to be put into practice, a letter of application must be handed to the SENCO, signed by both the student and their parents/carers. The letter must state precisely which subject examinations the student intends to use a laptop for. The SENCO will inform the student of the outcome of the application. If the outcome is successful, the relevant Heads of Department, Deputy Head Academic, and Examination Officer will also be informed so that organisation of subject examinations and end of year examinations can cater for this arrangement. A record of the subjects that a laptop will be used for will be stored in SIMS.

A 'Laptops in Examinations' report in SIMS can be run off at any time to check which students are going to be using a laptop for internal examinations.

External Examinations

It is **highly recommended** that any student who is thinking about using a laptop for an external GCSE, IGCSE or GCE examination should have used a laptop for at least one end of year or 'mock' examination before then so that they are practised in how the exam laptops function.

Only in exceptional circumstances will a student be allowed to sit an external examination using a laptop for any subject if they have not already completed at least one internal examination using a laptop.

If a student has completed *at least one* internal examination on a laptop, they must then apply again in writing to the SENCO of their intention to use a laptop in external examinations. This letter must be signed by both the student and the parents and should specify exactly which subjects the student intends to use a laptop for and confirm that they have completed at least one practice examination using a laptop in this subject. The SENCO will confirm the use of a laptop with the Examinations Officer. The SENCO will then inform the student of the outcome of the application. A record of the subjects that the student can use a laptop for in external examinations will be stored in SIMS.

Junior School

Within the context of NHEHS Junior School there are very few girls who ***'have a significantly greater difficulty in learning than the majority of children the same age' or 'have a disability which prevents or hinders them from making use of educational facilities'***.

However, there are girls who demonstrate a difficulty greater than the majority of her peers in one or more areas of the curriculum. For such girls, a Provision Plan is completed, they are recorded on our record of concern register, and where appropriate, additional support is given.

Record of Concern

Girls who are a mild concern:

Class teachers will inform parents of their concerns at parents' meetings and discuss and work out best strategy for dealing with the concern in the normal classroom/home context. The Class teacher will be responsible for monitoring and reviewing the girl's progress and the SENCO is briefed and kept informed where appropriate.

Girls who are a more serious concern:

Girls who are in need of more specific support but do not fit the criteria for SEN will be assessed by the SENCO to see how they can best be supported. Class teachers will discuss concerns with the parents and SENCO and, in certain cases, classroom observations may be carried out over a short period of time, either by the SENCO or the class teacher. If specialist support is desirable the SENCO will liaise with teachers and parents and timetable peripatetic support with a support teacher. This support will be reviewed by the support teacher/class teacher/SENCO informally and as frequently as is necessary. Sometimes a decision will be made that a girl would benefit from a referral to an outside agency such as an Educational Psychologist which. At NHEHS, we rarely recommend this before the age of nine. The purpose of this would be to gain a more in-depth understanding of a learning difficulty and specialist advice on how to best support it.

Should the school recommend an Educational Psychologist's report or extra support tuition from a peripatetic teacher, this cost will be charged to the parents.

Independent schools are entitled to make a reasonable charge to parents for the cost of providing auxiliary aids or services (for pupils with SEN but not for pupils with disabilities). However, schools should keep the costs charged to parents under review: charges perceived to be at a level designed to deter pupils with special needs from coming to the school could be considered discriminatory.

Following this approach, if a pupil continues to fail to make the expected progress, the SENCO liaises with the class teacher to create a Pupil Profile which is a personalised programme for the individual pupil, which may involve:

- Further differentiation in the classroom.
- Individualised outcomes- focused target setting
- Access to specific resources – equipment, software programmes etc.
- Additional specialist teaching – One to one or in groups
- Pastoral support
- Referral to external specialists

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly in order to inform future support.

More Able/Gifted and Talented

Girls are considered to be more able if their achievement is considered far more advanced than a girl of the same chronological age. *More Able* pupils can be separated into 2 distinct groups, *gifted* and *talented*: Pupils are considered to be gifted if they are achieving a very high standard (generally with standardised score of 135 or more) in one or more areas of the curriculum; or talented if they have specific talent in a non-academic field (e.g. music, art, drama, sport). See More Able Policy

Early Years provision for Special Educational Needs

Our approach to SEN in the early years is the same as our approach throughout the school. This section outlines specific procedures in place for the early years.

Identification

As with the older girls, it is essential that girls in Reception who are experiencing any difficulties in their learning and development have their needs identified and supported as early as possible. A graduated approach is employed following the principles and commitments of the EYFS statutory framework.

The Head of Early Years along with the Early Years team regularly assess and monitor the girls' progress and development using:

- The careful monitoring of the girls' profiles to ensure appropriate progression toward the early learning goals
- Information from the nurseries
- Information from parents
- Observations in the classroom and playground by Early Years staff
- The use of PIPs assessment at start and end of Reception

The Early Years Team raise concerns during weekly meetings and highlight individual girls who may be in need of extra support.

These girls may:

- Make little or no progress when teaching approaches are particularly targeted to improve their identified area of weakness' despite receiving appropriate early education experiences.
- Continue working at levels significantly below those expected for children of a similar age in certain areas.
- Present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed in the setting.
- Have sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Have communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Action taken

The majority of girls with SEN or disabilities have their needs met within the Early Years setting. Parents (and where appropriate the child) are involved in identifying the child's needs, deciding the desired outcomes, planning for provision and seeking expertise at whatever point it is needed.

The class teacher and parents agree appropriate outcomes and set clear progress targets. These targets are made clear in the weekly planning which shows how resources are going to support the

targets. Parents are fully involved in decisions about their daughter's progress and reviews of the provision needed to achieve the agreed outcomes. An EHC plan may be put in place if necessary. Relevant information is made available to staff via individual learning plan
Confidential records are kept in a locked file.

Provision for pupils with EHC Plans/Statements

Provision for pupils with EHC Plans/Statements will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

Record keeping

The SENCO maintains registers of pupils identified as having SEND and ALN. Pupils causing concern are also logged. These lists are regularly updated and available to staff. They are recorded in SIMS and are also in the SEND/ALN register in the SEND Folder.

Records are updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Communication with and reports from external agencies
- Notes on communications with parents
- Any other records regularly kept

Relevant information is made available to staff via SIMS.

In Senior School, confidential records are kept in locked files in the SEN room or with the Deputy Head Pastoral, depending on the nature of the need.

Provision for disabilities

The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

6. Working with pupils and parents

Senior School

Pupils

At NHEHS, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning. Pupils have the opportunity regularly reflect on their own learning through pupil self-reviews, pupil surveys and questionnaires and each term in report reading meetings with their Form Tutor and Head of Year.

We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress, and the success of support provided. Pupils on the SEND Register will meet with the SENCO or Learning Support teacher regularly to review their IEP and Pupil Profile. We encourage pupils to have a regular dialogue with their teachers which we facilitate through the Pupil Profile Scheme.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website and parents are welcome to comment on SEND/ALN provision at any time
- The school seeks to engage parents of pupils with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally. The SENCO and Learning Support teachers attend all Parent Teacher meetings and are available to provide feedback on their daughter's progress.
- Decisions regarding provision, monitoring and review will be made in consultation with parents. For example, parents would be contacted regarding any screening to help with identification or if a Record of Concern had been raised by teachers regarding their daughter's progress. Following an Educational Psychologist report, parents of pupils with SEND/ALN will be invited to a formal meeting with the SENCO to discuss future provision and progress – although informal contact is likely to be more frequent than this.

Junior School

Pupils

At NHEHS, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning. We promote student voice through the Student Council and adopt student-centred pedagogies such as assessment for learning.

We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions. Pupils on the SEND Register meet termly with class teacher to review their Pupil Profile.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website <http://www.nhehs.gdst.net/policies>.
- The school offers parents information sessions which specifically address how to support their child academically and emotionally.
- The school seeks to engage parents of pupils with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- Parents of pupils identified as having SEN will be informed immediately.
- Decisions regarding provision, monitoring and review will be made in consultation with parents – as a minimum, parents of pupils with SEN/ALN will be invited to a formal meeting with teachers 3 times a year to discuss provision and progress – although informal contact is likely to be more frequent than this.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be found on the school website.

7. Links beyond the School

NHEHS is committed to work in partnership with external services to ensure the best outcomes for pupils with SEND. For pupils with an EHC Plan/statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The school also works with a range of local therapists, specialists and voluntary organisations.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found via the website for [Disability and Special Needs – Services in West London](#).

NHEHS also has established links with other schools and institutions for the purpose of sharing good practice. This includes the GDST SEND network and GSA Representation on the ISC SEND committee.

8. Evaluation of learning support provision

The effectiveness of the school's policy is evaluated annually by SENCO and academic staff through analysis of:

- Pupils' progress and standards e.g. in literacy, behaviour and a variety of test results in comparison to the cohort as a whole
- GCSE/GCE results as compared to the potential of students
- Pupil MIDYIS score and summer examination score; a correlation is carried out for all students.
- The views of parents and pupils. Periodic consultation with pupil and parents
- The outcomes of external inspection

Enquiries

Parents with any enquiries or complaints regarding provision for children with special educational needs should contact the SENCO at the school or write directly to the Head.

Policy updated and Revised December 2017

Next Review: July 2018