



Special Educational Needs and/or Disability Policy SEND Policy – includes EYFS

This policy should be read in conjunction with Highfield and Brookham's Academic and Pastoral policies.

Definition of SEND

SEND Code of Practice 2015, DfE:

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools.

Children and young people who have SEND may have a disability under the Equality Act 2010 – that is"a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

Aims and Objectives

Brookham and Highfield are not selective schools, and welcome all pupils, who can make the most of the opportunities and can flourish in its caring environment, both as a day pupil or as a boarder. The directors and staff are fully committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities and whose Special Educational Needs (SEN) and learning difficulties are suited to the academic curriculum, are welcomed provided, the Learning Support Department can provide them with the help and support they require.

The SEND Code of Practice 2015 is clear that “teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”. At Highfield and Brookham, we encourage a whole staff approach to supporting children with SEND, where class and subject teachers and learning support staff work together to provide support, encouragement and understanding in every aspect of a pupil’s school life. Together with parents, we aim to provide an education that will help all pupils to achieve to the best of their abilities. Our aims include:

- To identify at the earliest opportunity any pupil with SEND.
- To gather and analyse information on identified pupils and decide on appropriate support.
- To provide appropriate materials and resources, dedicated support and suitable advice to pupils with learning difficulties who are on the Learning Support List.
- To provide pastoral care and support for all pupils with SEND so that they can develop confidence in all areas and build a strong sense of self-esteem.
- To ensure that pupils’ records include information relating to their individual needs together with interventions that have been provided and their outcomes. To conduct regular reviews of children's progress.
- To liaise with external agencies and implement their recommendations.
- To maintain close links with parents/guardians regarding the progress of their child.
- Where possible and practical to include the pupils themselves in decision making about the type of intervention and the targets to be included.

The Learning Support List

The Learning Support List for each School, records information on all pupils with SEND and/or pupils receiving 1:1 support in the Learning Support Department. This list can be found in the Highfield & Brookham Staff Share drive on the School’s intranet.

Roles and Responsibilities

The ‘responsible person’ for SEND at Brookham School is Sophie Baber (Head teacher) and at Highfield School is Phillip Evitt (Headmaster).

The Director with specific responsibility for SEND at both schools is Phillip Evitt.

The Special Educational Needs Co-ordinator (SENDCO) at Highfield is Colette Pollock

The Head of Learning Support at Brookham is Georgie Cooke-Priest.

The School Nurses, Emma Childs and Sarah Dove, are responsible for pupils with medical needs.

The Deputy Head, Andy Baker, along with the rest of the Pastoral Team, are responsible for pupils with social, emotional and mental health concerns at Highfield. At Brookham the Deputy Head, Class Teachers and School Listeners are responsible for pupils with social, emotional and mental health concerns.

The responsibilities of the **SENDCO at Highfield** and **Head of Learning Support** at Brookham include:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Developing, monitoring and evaluating the SEND Policy.
- Co-ordinating the provision for pupils with SEND.
- Ensuring staff are kept informed of pupils with SEND.
- Advising staff on supporting pupils with SEND.
- Liaising with the Headmaster of Highfield, the Director of Teaching and Learning at Highfield and the Head Teacher of Brookham on SEND issues.
- Developing and maintaining a programme of identification, assessment, tracking and monitoring of pupils with SEND.
- Managing the Learning Support budget and ensuring resources are available to support the whole school SEND Policy.
- Managing the work of Learning Support Tutors.
- Identifying areas for staff training and arranging for external trainers to visit the Schools or contributing to the in-service training of staff.
- Overseeing and maintaining central records for all children with SEND.
- Liaising with parents of children on the Learning Support List.
- Liaising with the Learning Support Departments of Senior Schools.
- Liaising with external agencies including educational psychologists, speech and language therapists, counsellors, physiotherapists and occupational therapists.

Teachers and Teaching Assistants' key responsibilities include:

- Overall responsibility and accountability for the progress and development of pupils with SEND in their class.
- Raising concerns about a pupil's learning difficulties with the SENDCO/Head of Learning Support and working with her to assess and support the pupil.
- Liaising with the SENDCO/Head of Learning Support, Learning Support tutors and pupil as to the most effective means of differentiating for individual need within the classroom.
- With reference to the Summaries of Educational Psychologists' and other professionals' reports and implementing the recommendations in the classroom and broader school life where appropriate.
- Liaising with parents of pupils with SEND.

Specialist Teachers' key responsibilities include:

- Working in collaboration with teachers to support the individual needs of SEND pupils.
- Assisting in the identification of need.
- Devising effective teaching plans (Individual Education Plans) tailored to the needs of the individual child.
- Developing a variety of learning strategies appropriate to the individual pupil's strengths and weaknesses.
- Assessing, recording and regularly evaluating pupils' progress.
- Liaising with parents.

Identification of SEND

The SEND Code of Practice 2015 identifies the following four areas of need:

1. Communication and Interaction

- I. Children with speech, language and communication needs (SLCN) will have difficulty in communicating with others. This may be because they have difficulty in saying what they want, 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.
- II. Children and young people with ASD, including High Functioning Autism (formerly known as Asperger's Syndrome) and Autism are likely to experience specific difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

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

- I. Moderate learning difficulties (MLD)
- II. Severe learning difficulties (SLD)
- III. Profound and multiple learning difficulties (PMLD)
- IV. Specific learning difficulties (SpLD e.g. dyslexia, dyspraxia, dyscalculia etc)

3. Social, emotional and mental health difficulties

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 or young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

4. Sensory and/or physical needs

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.

- I. Vision impairment (VI)
- II. Hearing impairment (HI)
- III. Multi-sensory impairment (MSI)
- IV. Physical disability (PD)

Many children with these difficulties will require specialist support and/or equipment to access their learning. Some children with PD will require additional ongoing support and equipment to access all the opportunities available to their peers.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Highfield and Brookham we recognise that early identification coupled with effective provision gives the best long-term outcome for pupils. Highfield and Brookham identify SEND by:

1. Class or subject teachers raising a concern via staff or pastoral meetings or in the termly progress meetings with the SENDCO or Head of Learning Support and working with her to identify the pupil's needs and relevant support strategies.
2. Responding to concerns raised by a parent of a pupil at either school.
3. Liaising with feeder schools and parents of new pupils.
4. Analysing computerised testing results (CAT4, InCAS, MiDYIS, Maths and Reading).
5. Internal Specialist Assessment at Highfield

If there is a concern parents are informed and their agreement is sought to carry out initial screening tests. Parents are informed of the outcome and the SENDCO/Head of Learning Support helps parents arrange further assessment if necessary (at the parents' expense).

A Graduated Response to Intervention

At Highfield and Brookham we offer a progression of levels of intervention:

Highfield:

1. If a concern is raised about, a child's progress observations by the SENCO will take place. Strategies for differentiation will be discussed and in most cases a pupil's needs can be met by quality teaching targeted to support the pupil's area of weakness through an appropriately, differentiated curriculum. The child may be supported within a small group. This is the first response offered to support a pupil. At this point the pupil's name will be added to the Learning Support List shaded in amber to indicate that they are being monitored. Parents are contacted at this point and the child's progress is closely monitored
2. If a pupil fails to make adequate progress with a differentiated curriculum, or within the small group, then the SENDCO with the support of the class/subject teacher will begin to assess, whether the pupil has a SpLD/SEND. At this point further assessment may be carried out by the SENDCO, which may lead to Individual learning support lessons being arranged for the pupil. These are usually twice per week and children are withdrawn from lessons on a rotational basis. If the pupil begins 1:1 Learning Support Lessons the pupil's name will be shaded in green, on the Learning Support List, to indicate that they are now receiving specialist additional support.
3. Where individual lessons are required the Specialist Learning Support Teacher takes responsibility for assessing, planning, delivering and monitoring appropriate intervention. An Individual Education Plan (IEP) will be drawn up at the start of each term in consultation with the class or subject teacher detailing the programme of work to be followed. When devising an IEP it is important to ensure that pupils are aware of and agree with the targets set for them, and

experience success through their own efforts in meeting these targets. An IEP will include the following information: the short term targets set for the pupil; the teaching strategies and resources to be used; the achievement criteria for each target and when the plan is to be reviewed. Although each IEP is formally reviewed three times in the academic year, in practice they are kept under review at all times and may be adjusted according to need. Parents and teachers are consulted and kept informed of their child's progress through updated IEPs which are emailed to parents at the start of each term and are available for all teaching staff to view in the individual pupil files in the Learning Support Department folder in Staff share on the Schools' intranet.

4. If progress is not made at this level of intervention, then the parents will be advised to seek advice from an external specialist (e.g. educational psychologist, speech and language therapist, etc.) to provide the school with more detailed information.
5. If progress is still not achieved despite the levels of provision described above or where a child's needs are severe and complex, an application for an EHCP assessment by the local education authority may be instigated by the school and/or the parents. Parents and other relevant parties will be kept fully informed in such cases and the Schools will liaise with the Local Authority to ensure that the provision in any EHC plan can be delivered by the Schools.
6. For pupils, who have difficulties with fine motor skills and handwriting or speed of writing an early morning Touch Typing group allows them the opportunity to practise their typing skills so they can move to using an ipad to support them in their written work, once this is of benefit.

At any of these levels of support pupils may also be sent home with special programmes such as *Toe by Toe*, *Stride ahead*, or with reinforcement activities or games to complete with their parent or guardian.

Brookham:

The nature of support offered to a pupil is decided on a case by case basis. Some will be offered differentiated work, younger pupils may be supported by the classroom assistant whilst others at Brookham may (at parents' expense) have a designated teaching assistant assisting them on an individual basis to access the curriculum. For some pupils' support strategies are put in place in the classroom (for example to support a slow processing speed or weak working memory). Support may be needed for a short time only or it may be required throughout a pupil's time at the schools. In EYFS pupils are supported by the class teacher and teaching assistant through differentiated work or support activities. An EYFS pupil would not normally be withdrawn from the classroom to receive additional support.

Although informal discussions between staff and members of the Learning Support Department take place frequently, all members of staff have busy agendas and therefore formal regular meetings can be hard to arrange. However, information, such as IEPs, specialist reports, report summaries and

meeting notes can be found in the Learning Support folder on the Staff Resources Folder for each School on the School Intranet.

Monitoring Progress

Class/subject teachers are responsible for assessment of the progress of all pupils in their class/subject and they should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

If a class/subject teacher has concerns about academic progress of any pupil, he/she should raise that with the Head of Year and the SENDCO/Head of Learning Support.

Form Teachers are responsible for a pupil's progress pastorally and are responsible for assessment of a pupil's progress in areas other than attainment, e.g. in their wider development or social needs. They will report their concerns to their Head of Year.

The pupil's individual Specialist Learning Support Teacher is responsible for assessing his/her progress in his/her Learning Support lessons.

Specialist Intervention

Highfield and Brookham are able to provide contact information for a range of specialist services including:

Educational psychologists

Clinical psychologists

Physiotherapists

Occupational therapists

Speech and language therapists

Specialist Teachers

Physical Disability Services

Behaviour Support Services

The Behavioural Optometrist

Child and Adolescent Mental Health Services (CAMHS)

Early Years Advisory Service

School Counsellor

Independent Listener

It is the responsibility of parents to cover all costs relating to the assessment, consultation, report and therapy when a specialist service incurs an additional fee. Some services including CAMHS or the Independent Listener service are free of charge.

All Specialist Learning Support Teachers working in the Learning Support Department at Highfield and Brookham are fully trained specialist teachers qualified to work with pupils with a range of Specific Learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia etc.).

Exam Concessions

Most senior schools insist that preparatory schools follow the JCQ guidelines for Access Arrangements in public exams at Common Entrance. In accordance with this, Highfield, will allow pupils in Year 7 and 8 exam concessions, where a pupil has a recommendation in an educational psychologist's report stating that he/she should be allowed specific Access Arrangements. Lower down the school exam concessions are also considered on the basis of individual need and their use at all levels is monitored.

Staff Development

In-service training needs related to special educational needs and learning difficulties and/or disabilities will be identified by the Head Teachers in consultation with senior staff and the SENDCO/ Head of Learning Support and will be incorporated into the staff development plan.

Working with Parents

The schools will actively seek the involvement of parents in the education of their children. It is recognised, that it is particularly important for pupils with SEND to receive support and encouragement of parents. This can be a crucial factor in the child achieving success. In addition, the pupil's Specialist Learning Support Teacher reports formally on a pupil's main school report and is available to meet with parents at Parents' Evenings or at other times by arrangement. The SENDCO and Head of Learning Support, although part time staff members are available to meet with parents by arrangement and they and the Specialist Learning Support Teachers are contactable by email.

Pupil Participation

Learning Support Teachers work to ensure that pupils are aware of their individual needs and the targets in their Individual Education Plans.

Charging Policy

Lessons in the Learning Support Department are charged as extras. Details of the current cost per lesson are available from the Schools' Bursar.

General Data Protection Regulations

This policy should be read in conjunction with the GDPR guidance in the Staff Handbook and the School's Data Retention Policy.

Reviewed: March 2021 (C. Pollock and G. Cooke-Priest) Next review date: March 2022