



Learning Difficulties and/or Disabilities and Special Educational Needs Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage.

1. Introduction

This policy has been written with regard to the Equality Act 2010 and the protected characteristics within it, the provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND code 2015).

We are proud to be a non-selective school, where all our children, including those with Learning Difficulties and/or Disabilities or Special Educational Needs are provided with a safe and positive environment in which to learn. We strive to be accessible to all children. See *admissions policy*. However, should there ever be circumstances in which the School has made all reasonable adjustments and exhausted all appropriate strategies but remains unable to meet the child's needs, the School may, following consultation with the parents, require them to withdraw the pupil from the School. Under such circumstances, fees in lieu of notice will not be charged and any deposits held will be credited after any outstanding charges have been deducted.

2. Definitions

The following definitions are used in this document:

Learning Difficulties and/or Disabilities (LDD) is the term applied to any child who has a learning difficulty which calls for a special educational provision to be made. Learning Difficulty can be applied to a child who has significantly greater difficulty in learning than the majority of children of the same age or has a disability that hinders him/her from making use of the educational facilities provided

Special Educational Need (SEN) has a legal definition which says that children with special educational needs have Learning Difficulties and or Disabilities that make it harder for them to learn than the majority of children of the same age. These children will need extra or different help from that given to other children of the same age. The term SEN is applied to children who have an Educational Health and Care Plan (EHC) funded by the Local Authority and others with learning difficulties.

An Educational Health and Care Plan (EHC) is a document drawn up by the Local Authority after completing a formal assessment of a child. It will be written once the LA has concluded that the Special Educational Provision necessary to meet that child's needs cannot reasonably be provided within the resources normally available to mainstream schools within the area. It will state the required provision which the LA monitors through the annual review process.

Provision is any support that is made for children which is additional to or different from that which is generally made for pupils of the same age

Continuing Professional Development (CPD) refers to training provided for teaching staff

Special Education Needs and Disabilities Record (SEND Record) is a running record of provision given to any pupil in the school who requires extra or different help from that given to other children of the same age and will follow children from reception to Form VI.

An Individual Education Plan (IEP) is a written document which gives targets for an individual child and a time frame in which it is hoped these targets will have been achieved. From September 2014 this will be replaced, at Hurlingham, by a new SEND Record which will follow pupils with specific needs from Reception to Year VI.

Local Authority (LA) this may be Wandsworth or the local authority where the child has permanent residence e.g. Fulham, Merton

English as an Additional Language (EAL) refers to children whose first language is not English

National Health Service (NHS)

3. Aims

For those children who have LDD or SEN we aim to provide them with an education that:

- promotes their self esteem by listening to them and involving them in their own learning
- enables those having a range of mild (to moderate, I think that we should only say mild as moderate is fast becoming severe in my mind) learning difficulties to take their rightful place within the school community and make the most of their potential
- ensures that they have the right to a broad and balanced curriculum including extra curricular activities, where appropriate, and which meets their needs and fulfils statutory requirements
- ensures that they participate in activities compatible with the efficient education of other children and the efficient use of resources,

To do this we aim to:

- give coordinated support within school ensuring that all form teachers, subject teachers and learning support teachers are able to support individual children with LDD or SEN
- deliver appropriate CPD, either externally or internally so that all staff receive training and advice related to the education of children with LDD or SEN
- work in close partnership with parents, who play an active and valued role in their child's education, so that reinforcement will maximise the child's progress and a positive and constructive relationship with parents is developed
- take advantage of the whole range of support services and agencies for children with LDD or SEN, giving advice to parents on, and working in partnership with, outside agencies, including educational psychologists, speech and language therapists, occupational therapists, behavioural optometrists, audiologists and GPs
- monitor and evaluate resources, support and training opportunities regularly to ensure our provision is continually improved

4. Background

- We adhere to all relevant codes of practice for Schools, such as the Equality Act 2010, the provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND code 2014).

5. Objectives

In order to fulfill our aims our objectives are to:

- identify and assess children with LDD or SEN as early as possible
- provide learning support for all children with LDD or SEN as early as possible
- make provision for all children with LDD or SEN on a graded approach
- include all children with LDD or SEN, whenever practicable, in all the activities of the school and with children who do not have LDD or SEN
- follow the National Curriculum using appropriate differentiated approaches to the attainment targets and 11+ entrance requirements
- monitor and keep records of all children's progress, include regular reviews of each child's progress

6. Identification and Assessment Arrangements

Children who may require learning support are identified in a variety of ways including:

- Information from previous schools prior to entry
- Any existing reports and external assessments
- Baseline assessment on entry to school
- Identification of pupils' needs within the school, based on observations and assessments
- Other later assessments and classroom assessments

- Referral by teacher, parent/carer or other adult of any concerns regarding a child's learning or progress
- Use of external assessments such as Speech and Language Therapists, Occupational Therapists or Educational Psychologists

Parents are involved at every level of learning support assessment. For example, parents are consulted at each stage of the process of seeking advice from outside agencies such as educational psychologists. The extent of the learning support required may be obvious from the outset, or may emerge over time. Depending on the particular LDD or SEN a graduated approach is adopted as follows:

Stage 1.

At this stage the Form Teacher and the Head of Learning Support will set up some extra support for a child, in a small group within the classroom setting or a small group taken out of the classroom to support the work being done in the lesson. There is no extra charge for this provision. A SEND Record will be set up to monitor provision and progress.

Stage 2:

At this stage the school will arrange a meeting with the parents to discuss the possibility of seeking advice from outside agencies, in order to give more information on a child's particular strengths and weaknesses. This may lead to an individual programme of support for the child as recommended by the outside agency. Any assessments carried out by outside agencies may incur an additional cost to parents.

All children and parents are actively involved at all stages of the Learning Support process within our school and there is regular monitoring of progress and performance of each individual child on the LDD or SEN register.

Parents of all children having one to one support lessons will receive a half-termly report stating what has been covered and what can be done at home to support and reinforce this work and a full end of term report.

SEND Records are reviewed on a termly basis to decide if the child should continue at that level of support, cease to receive learning support or move on to another level of support.

In liaison with parents, advice will be given on appropriate approaches to examinations, and transfer to senior schools.

7. Children with an Educational Health and Care Plan

These pupils will be monitored by the Head of Learning Support who will arrange an annual review meeting with the Local Authority in charge of the funding.

When an application for a Special Educational Needs Assessment for an Education, Health and Care Plan to a Local Authority is refused parents have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability). If a prospective pupil has an EHCP, the School will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the School.

8. English as an Additional Language EAL

A child will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he/she is taught. However, it is recognised, that such children may need extra support. Children who have EAL will be monitored when they first arrive at the school by their Form Teacher. Younger children will be given time to adjust to lessons in English and older children will be given learning support straight away, if necessary. If an EAL pupil of any age is seen to be struggling with any aspect of school life, appropriate support will be put in place.

9. Roles and Responsibilities:

- **The Head of Learning Support (the SENCO) is Mrs Nesty Boyd** and she is responsible for the day to day running of the Learning Support provision in the school.
- The Headmaster, through the Head of Learning Support, is the appointed 'responsible' person for ensuring that the above duties are carried out and that all pupils' learning disabilities are known by all who teach them.

Date created: Spring 2010

Date of last review: June 2017

Date of next review: June 2018