



PRAEESTAT OPES SAPIENTIA

HAMPTON SCHOOL

Special Educational Needs and Disability (SEND) Policy, including Pupils with Education Health Care Plans (EHCPs)

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Introduction

This is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with Special Educational Needs and Disabilities (SEND). Hampton School (the School) fully adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (the SEND Code of Practice).

In this policy, reference is made to the following school policies:

- (a) Equal Opportunities Policy
- (b) Disability Discrimination Policy
- (c) Admissions Policy
- (d) English as an Additional Language (EAL) Policy
- (e) Accessibility Plan
- (f) Safeguarding and Child Protection Procedures

Rationale

This policy is written with regard to the School's safeguarding arrangements and Part 3/Section 19 of the Children and Families Act 2014 which relates to children and young people with SEND.

We recognise that:

- (a) each person has intrinsic value and is of equal worth;
- (b) there is one human race composed of the richness and diversity of many cultures, languages and traditions;
- (c) all people should be treated with dignity, whatever their age, sex, religion, ability, appearance, social class or ethnic origin.

We are, therefore, committed to valuing every individual and we aim to promote the creation of a secure environment in which every pupil has a sense of belonging to a caring community, can grow in confidence and can develop in character and ability.

The School is a school of equal opportunities, which provides access to the full range of the curriculum for all pupils, including those with SEND, and encourages full and active participation in all areas of school life. We firmly believe that all children have the right to achieve their full potential, regardless of their gender, race, culture, language, physical ability, special educational needs or socio-economic background. All pupils, irrespective of ability, are encouraged to develop an awareness of and respect for individual differences.

The School aims to adhere to the new SEND Code of Practice (Department for Education, May 2015), the Disability Discrimination Order (DDO) 2006 and the Equality Act 2010. It is committed to supporting the rights of all children and young people to have equal access to a broad, balanced and relevant curriculum; enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community.

Our policy adheres to the SEND Code of Practice and the Equality and Human Rights Commission's Code of Practice for Education.

Statutory Guidance

Since 1 September 2014, the provisions in the Children and Families Act, its associated regulations and the new SEND Code of Practice have been in force.

DDO 2006:

- (a) makes it unlawful for education providers to discriminate against pupils and adult learners with disabilities
- (b) makes sure people with disabilities are not disadvantaged in comparison to people with no disabilities

Definition of Special Educational Needs and Disabilities (SEND)

The legislative framework for the SEND system is underpinned by the principles set out in Clause 19 of the Children and Families Act 2014 and the Equality Act 2010:

(1.8) 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

A child or a young person has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or a young person has special educational needs if they fall within the definition of (a) or (b), Clause 20, Children and Families Act. A pupil must satisfy the definition of **disability**, as described in Part 6 of that Act.

In an educational setting, impairment may have a substantial or long-term adverse effect on ability to carry out normal day-to-day activities.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015

The SEND Code of Practice refers to meeting the needs of physically disabled children within reference to the Equality Act 2010, whereby schools, '**must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' *SEN Code of Practice 2015, xix.*

The School is committed to supporting pupils with a physical disability, and we work closely with parents, and external healthcare agencies to fully meet their needs.

The School in Context

Hampton School is a large, selective, independent secondary school of about 12300 pupils, First Year (Year 7) to Upper Sixth (Year 13). As such, we are a school that maintains a strong academic tradition and would not be a suitable educational setting for children with below average ability.

Hampton aims to ensure curriculum breadth, balance, relevance and differentiation for all pupils. The school has developed a whole-school approach, which attempts to use all of the resources both inside and outside the school to foster the development of all pupils. With high quality teaching, we set ambitious targets and endeavour to maintain high expectations for all our pupils.

Pupils with SEND

Provision for pupils with SEND is planned, monitored and reviewed by the Special Needs Group, comprising the Deputy Head (Academic), the Head of Learning Support and a Governor with oversight of SEND. The Deputy Head and Head of Learning Support meet regularly and are responsible to The Headmaster; periodic meetings are held with the SEND Governor. Meetings take place with Heads of

Year on a termly basis; the Head of Learning Support attends all Heads of Department meetings and there is a SEND Representative within each academic department.

Learning Support Statement of Intent

Our commitment to the School, pupils and parents:

We offer support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning within the whole school.

We employ a range of strategies to achieve this including:

- (a) Identification and assessment of individual needs
- (b) Designing individual learning programmes
- (c) Advising and working with colleagues
- (d) Liaising with external agencies
- (e) Communicating with parents
- (f) Providing accessibility through a range of resources (See School Accessibility Plan Policy)
- (g) Attending to the welfare and pastoral care of the pupils

SEND Provision - A Graduated Response

The Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social care. A more integrated approach has led to a reform of the SEND Code of Practice, outlining how schools must meet their pupils' SEND. Education, Health and Care (EHC) Plans. The model of the EHC Plan is to enable a joint strategic needs assessment; with Education linking with Health and Social Care. The identification of SEND should be built into the overall approach to monitoring the progress and tracking the development of all pupils. Our intervention is designed to help pupils become independent learners. The School incorporates this into its policy of a graduated response; starting from each referral to SEND Awareness and SEND Support.

Additional Needs

Initial referral

When pupils experience suspected learning difficulties, or display social, mental and emotional health, Heads of Year/ Pastoral Care, Form Tutors and the Learning Support Department liaise, and a record is made of the nature of the concern. Action can take the form of gathering information, observation, further screening, temporary differentiation, collaborative meetings to identify reasonable adjustments, a formal assessment and continued monitoring.

Monitoring/Intervention

Following our intervention or assessment screening, we may choose to closely monitor a pupil with mild SENDs, who does not require specific targets but whose profile is made available to all of his subject teachers. The Head of Learning Support will track their progress in Head of Year meetings, and their teachers may provide additional intervention.

SEND Awareness

The key test for action is evidence that current rates of progress are inadequate in relation to the pupil's underlying ability and a formal assessment will be needed. A pupil with a formal diagnosis is placed on the Learning Support SEND Register. The Pupil Profile, which displays specific targets, is a working document and shared on the staff database. Historically, this was referred to as an Individual Education Plan (IEP), but we now create a Pupil Profile on the pupil's individual SIMS page. This

provides guidance for teachers, and has copies of any reports available, which is shared with parents. All subject teachers are responsible for meeting the needs of pupils with learning difficulties, and for providing differentiation in the classroom as appropriate. Extra support may take the form of advice provided by the Learning Support team or withdrawal from lessons for targeted intervention. Regular contact is made with parents through e-mail, meetings and phone calls in addition to the normal reporting procedures.

SEND Support

Pupils who have a greater need at any particular stage of their School career will have a personalised Pupil Profile which is securely stored on SIMS; this provides strategies and suggestions for specific interventions. Again, support may take the form of tailored intervention in the Learning Support classroom. Support services from outside agencies may be employed if this is deemed necessary.

In deciding whether to make special educational provision, the teacher and Head of Learning Support should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Special educational provision in schools, SEN Code of Practice, 6.38).

Educational settings under the Equality Act 2010 will make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate against or harass them. We involve the pupil and their parent as fully as possible in the decisions that affect them.

Statements and Education Health Care Plans (EHC Plans)

We welcome pupils with EHC Plans who have passed the Entrance exams. On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an EHC Plan. The Learning Support Department would do this in consultation with parents, before making a request to the Local Authority for an EHC Plan.

Special Educational Needs and Disability Code of Practice: 0 to 25 Years January 2015

The four broad areas of special educational need are:

- (a) Communication and interaction (6.28)
- (b) Cognition and learning (6.30)
- (c) Social, mental and emotional health (6.32)
- (d) Sensory and/or physical (6.34)

Statements / EHC Plan funding

In cases where funding is provided by a responsible local authority, usually where the young person lives, additional top-up funding is ring-fenced to facilitate the cost of any additional special educational provision required to meet the needs of the individual pupil. As an Independent school, Hampton does not receive the nationally prescribed Pupil Premium allocation. However, we provide a range of SEND services: external staff advice and training, specialist equipment and reasonable adjustments that maybe required.

All pupils with an EHC Plan have an Annual Review, and the parents/guardians are integral in this process. The pupil's Objectives are reviewed and new targets may be set for the following academic year. This information is confidentially shared amongst teaching staff and relevant support staff. All targets are regularly reviewed and Interim Reviews are held as necessary. As this is a statutory duty,

the Annual/Interim Review forms are sent to the pupil's SEND Caseworker and the Head of Learning Support who liaises closely with their Local Authority.

Identification, Assessment and Provision for SEND Pupils

Identification includes the use of high quality formative assessments, as well as effective screenings with teacher and pupil feedback to make early assessments.

A pupil's needs may become apparent through:

- the School's admissions procedures;
- an expression of concern by teaching staff;
- inconsistencies between baseline assessment and current attainment;
- through the expression of parental concerns;
- an additional specialist assessment undertaken by the Learning Support Department's Specialist Teacher Assessor.

Screening and Assessment for Specific Learning Difficulties

Whole-school screening for specific learning difficulties takes place in the First Year, Third Year and Lower 6th. Baseline tests are used to measure cognitive ability. Attainment test results in reading comprehension, spelling and writing speed are compared to the ability test results; if discrepancies are found these pupils are recommended for further assessment by the Head of Learning Support. In addition, new entries across the year groups are also screened for specific learning difficulties and/ or underlying additional needs.

Referrals

If there are concerns about a pupil, subject teachers may make a referral to the Head of Learning Support at any stage of a pupil's school career. The referral procedure is detailed in the Staff Handbook (Section E – Standards and Discipline, E3).

The Head of Learning Support reviews each year group, throughout the year, with the Head of Year, and there are close links with the Pastoral Care delivered from Heads of Year and Form Tutors. A collaborative and joint approach ensures that the most successful outcomes are possible.

Special Examination Arrangements

In order to qualify for Access Arrangements (e.g. extra time, word processing, breaks, prompters, readers, etc.) there must be a clear justification based upon:

- a history of need
- a history of provision, supported by teacher feedback
- current testing which supports the original diagnostic report/needs
- evidence of normal working practice

For external examinations, the school follows the current Joint Council for Qualifications (JCQ) regulations. Our Specialist Teachers administer relevant diagnostic screening tests, and collate the appropriate documentation for JCQ and the Examination Boards. In some cases, a referral will be made to an Educational Psychologist for a more detailed confirmation of any learning difficulties. The Head of Learning Support and designated Specialist Teachers are responsible for registering pupils' access arrangements online (AAO) and a record of pupils registered for access arrangements is kept securely on SIMS. Relevant documentation and evidence is held in separate Access Arrangements folders, alphabetical by year group, for inspection by the JCQ and Cambridge International Examinations.

Please refer to the Use of Laptops in Examinations (**Appendix 1**) and the current JCQ Regulations, 'Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments' for further information regarding our Access Arrangement criteria, and the Cambridge International Examinations Handbook.

Identification of Learning Difficulties and Classroom Strategies

All subject teachers have access to information and any recommended strategies for dealing with individual pupils in the classroom; this is found on SIMS and the Staff Learning Support area on Firefly. Pupil Profiles inform subject teachers of specific strategies and access arrangements. In addition, members of staff have access to Departmental INSET provided by the Learning Support Department and external CPD related to SEND; the Learning Support Department is always available to offer advice on appropriate classroom strategies and differentiation.

Monitoring Progress

As well as the normal measurements of progress within the whole-school context, our overall provision is frequently monitored and pupils' progress is regularly reviewed according to the stage of intervention. Yearly attainment tests for pupils on the Learning Support register are administered by the Learning Support Department for targeted groups within each Key Stage in order to monitor progress in reading, spelling and free writing.

Heads of Department, Heads of Year and teachers refer pupils who are not making adequate progress, and after an initial conversation with the pupil, more information may need to be gathered for an internal assessment and/or tailored intervention within the Learning Support Department.

Teaching Staff Responsibilities

All members of the Common Room have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil his potential within the normal classroom environment. Subject teachers are expected to be aware of the learning support needs of the pupils whom they teach and to use the guidelines provided. They are expected to address the learning support needs of the pupils in their lessons, and to recognise when a greater degree of intervention is appropriate to enable pupils to learn effectively. Subject Staff and Form Tutors are also required to monitor and review the progress of pupils towards their individual targets. The curriculum is adapted to be more accessible for pupils with SEND and reasonable adjustments are subsequently made.

The Role of the Governing Body

The Governing body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure. The current Governor who liaises with the School with regard to the SEND provision is Mrs M. Ellis.

Pastoral Care

The Learning Support Department is committed to contributing to the overall well-being of the pupils and liaises with the School's pastoral staff where there is an area of concern. A wide range and degree of mental health problems might require special provision. These could manifest into problems of mood (anxiety or depression), problems of conduct, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as: attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder, schizophrenia or bipolar disorder.

We identify clear processes to consider how we will support such pupils and manage the effect of any disruptive behaviour so it does not adversely affect other pupils. We offer pastoral support, which includes access to counselling sessions, to help our pupils with social, mental and emotional health difficulties.

Outside Agencies

The School works closely with external Educational Psychologists and Clinical Psychologists to whom parents may refer their child for assessments. Relationships have been established with Educational Psychologists, Speech and Language and Occupational Therapists.

Partnership with Parents

Parents have a vital role in the identification of and support for SEND pupils. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the subsequent target-setting, measurements of progress and reviews.

The Head of Learning Support attends parents' evenings and discusses issues and/or concerns relating to SEND provision throughout the year.

More Able Pupils

The School recognises that SEND pupils may also be gifted and talented (i.e. they have dual-exceptionality). Therefore, pupils with SEND are also equally included in extended projects, such as LINK.

English as an Additional Language (EAL)

Fundamentally, EAL is a different issue from SEND. The School recognises that a child may need EAL support, but may also have SEND (See EAL Policy).

Admissions

Pupils with SEND are admitted to the School according to the same criteria as other pupils. Pupils take an examination for entrance at 11+ (Year 7) or 13+ (Year 9). Access arrangements/reasonable adjustments are made available to those with the relevant 'history of need' and 'history of provision'.

Transition

The School recognises the importance of close contact with feeder primary/preparatory schools, Further Education Colleges and Universities and the need for smooth transition between educational contexts.

Complaints

If any parent wishes to express concern about the SEND provision being made for their child, they should follow the standard procedures for raising concerns with the School. If at any stage the parent feels their concern has not been addressed they should then refer it to the Head of Learning Support in conjunction with the appropriate Head of Year. In the event that the issue remains unresolved then the School's Complaints Procedure may be followed (a copy of the Complaints Procedure is available from the School Office upon request).

Monitoring and Evaluation of the SEND Policy

The School's SEND Policy is reviewed on an annual basis by the Head of Learning Support, the Deputy Head (Academic) and the Governor responsible for reviewing the SEND policy.

References

Reference has been made in this policy to the following documentation:

- (a) DCSF Special Educational Needs Code of Practice 2001 and the Special Educational Needs and Disability Code of Practice: for 0-25 years, January 2015

- (b) The Children and Families Act, 2014
- (c) Disability and the Equality Act, 2010
- (d) Disability Discrimination Order (DDO), 2006
- (e) Disability Discrimination Act, 2002
- (f) Joint Council for Qualifications (JCQ)

Appendix 1

Use of Laptops in Examinations

School Internal Examinations

Pupils will only be permitted to use Laptops in School Examinations:

- a. If they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use. The term “**professionally assessed**” refers to an assessment made by a fully qualified Educational Psychologist, an appropriately qualified psychologist or a specialist teacher holding a current SpLD Assessment Practising Certificate.
- b. For pupils who use a laptop in lessons as their “normal way of working” (see below for definition)

School Entrance Examinations

Pupils will only be permitted to use Laptops in School Entrance Examinations if they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use.

Evidence of history of provision at the pupil’s current school is required together with evidence of a history of need: an Educational Psychologist’s report or equivalent medical assessment which is not more than two years old at the date of the entrance examination.

The Use of Laptops in External Examinations for Pupils with a Special Educational Need or Disability

Process

The Head of Learning Support (SENDCo) will evaluate and liaise with subject teachers.

Use of a word processor in examinations should be an extension of the pupil’s normal method of working.

It is the pupil’s responsibility to ensure that they are familiar with any Laptop provided to him by the School for examination purposes.

Permission

Permission to use a laptop word processor in lessons will be granted to a pupil with a diagnosed Learning Difficulty or condition, whose assessment shows that this would lessen or remove the effects of a substantial disadvantage.

Exceptions may apply in the case of a personal injury, such as a broken arm.

Permission to use a word processor in examinations will be granted within the framework and guidelines issued by the Joint Council for Qualifications (JCQ).

The Use of Laptops in External Examinations for Pupils without a Specific Learning Difficulty “Normal Way of Working”

JCQ regulations allow for pupils who do not have a Specific Learning Difficulty to use laptops in public examinations “where it is their normal way of working within the centre.”

“Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre.” *JCQ Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments, (1 September 2019 to 31 August 2020, Section 5.8 p.51).*

School Examination Provision

The School will provide pupils with

- a. “Clean” laptops i.e. that they have no memory or internet access – and that the spell-checker is disabled. It is an examination board requirement that the laptops that are used for examinations are “clean”. Candidates are not permitted to use their own laptops in examinations.
- b. Mains power
- c. Memory Sticks (as required by examination board regulations).
- d. Printing facilities (as required by examination board regulations).

Liability Issues

Pupils and parents should understand that using a laptop in an examination is not without risk. The School shall use reasonable endeavours to ensure the laptop is suitable for use by the pupil in an examination, is in good working order prior to any examination and is capable of operating by its own power source if necessary.

The School accepts no responsibility for any malfunction or failure of a laptop to operate properly during an examination.

Cost

The School will bear the costs of providing “clean laptops” for pupils with a professionally assessed special educational need or disability.