



HAMPTON COURT HOUSE

FORTITER IN RE SUAVITER IN MODO

SEND Policy

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Contents

Special Educational Needs and Disabilities (SEND) Policy	2
Statement of Intent	2
Aims and Rationale	2
Introduction	2
Hampton Court House SEND Policy	4
Principles of Special Education Needs and Disabilities	4
Strategies for Teaching and Learning: Special Education Needs & Disabilities	5
Strategies for Assessment	5
Aims of Assessment	5
School/SEND Support Procedures	6
Early Years.....	6
Lower Years	6
Middle and Upper Years	6
The Role of the Governing Body	6
Resources	7
Training Provision.....	7
Transition	7
English as an Additional Language (EAL).....	7
Complaints.....	7
Parent Partnership	7
Appendix 1: The Equality Act 2010 and conduct of examinations:.....	9
Appendix 2: Access arrangements and reasonable adjustments	10



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Special Educational Needs and Disabilities (SEND) Policy

Statement of Intent

1. This document is a statement of the aims, principles and strategies for Special Educational Needs and Disabilities (SEND) at Hampton Court House School and Hampton Court House Daycare (hereafter referred to as 'HCH' or 'the school'). It was developed through a process of consultation with the teaching staff, the Senior Leadership Team and the Learning Support (LS) department and will be reviewed annually.
2. The Heads of Learning Support (Primary and Secondary) are responsible for the implementation of the SEND policy. This is reviewed annually with the Deputy Head and SEND Governor. Information and contact details are available on the school website.

Aims and Rationale

3. HCH has high expectations of both its children and its staff. We are proud of our diverse multicultural community, as we believe that it enriches our school. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.
4. We aim for each child to achieve their academic potential and enjoy learning. Each child's needs are supported so that they feel happy, confident, inspired and valued.
5. We aim to teach to a high standard, monitoring and evaluating the progress of each child to ensure that they fulfil their potential.
6. We aim to work in partnership with parents and carers to achieve the best outcomes for the child. We focus on supporting and providing development opportunities for all our staff and working together as an effective cohesive team.

Introduction

7. The policy is written with regard to the school's safeguarding arrangements and Part 3/19 of the Children and Families Act 2014.
8. The school aims to adhere to the SEND Code of Practice (Department of Education, May 2015), the Disability Discrimination Order (DDO) 2006 and Equality Act 2010.
9. The Special Educational Needs Code of Practice 2015 states that 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 of compulsory school age 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 which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

10. This policy should also be read in conjunction with the following policies:
 - a. Behaviour Policy
 - b. Admissions Policy
 - c. Equal Opportunities Policy
 - d. Safeguarding Policy
 - e. Curriculum Policy
 - f. Accessibility Planand any other policies that are relevant to SEND issues in the school.
11. At HCH we monitor the progress of children closely to ensure that appropriate support is offered as soon as possible. Special educational provision is underpinned by high quality teaching and most children will be supported within the classroom with appropriate interventions. Sometimes it is appropriate to recommend more intensive support from our Learning Support department, or external professionals. We are committed to ensuring that all pupils at HCH have equal opportunity to access a broad and balanced curriculum.
12. At HCH we provide Special Educational provision for the 4 broad areas of need:
 - a. Communication and interaction
 - b. Cognition and learning
 - c. Social, mental and emotional health
 - d. Sensory and/or physicalWithin those areas we currently support children with a range of needs. These include pupils with specific learning difficulties, such as dyslexia, pupils with sensory impairments, pupils on the autistic spectrum and with Attention Deficit Disorder.
13. In line with the Code of Practice the 'Graduated Approach' identifies and supports pupils and students with SEN. The graduated approach can be seen as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach highlights that there is a range and continuum of special educational needs and where necessary specialist expertise should be sought to support a child or a young person with the difficulties they may be experiencing.
14. HCH follows a four-part cycle (Assess, Plan, Do, Review) where decisions and actions are revisited, evaluated and revised. This increases our understanding of the child's needs and of what supports the child in making good progress and securing successful outcomes.
15. Children who are identified as requiring support through this approach can usually be accommodated by strategies and interventions within the classroom. If children are identified as needing more individual or intensive support beyond what is offered as core, for example 1:1 support, where there is no Education and Health Care (EHC) Plan, parents and carers may fund this specialist provision. This support may take place at the school, or externally.
16. It is integral to the school's ethos that all children identified as requiring special educational needs are respected, encouraged and viewed in a positive way. Pupils are encouraged to take responsibility for their learning and to develop strategies to help themselves; these are shared at 1:1 sessions and by teachers. At HCH we aim to meet the needs of every child who is identified as requiring SEN. Children are actively monitored, both formal and informal assessments are carried out and a cohesive approach between staff, parents and pupils works to meet the child's needs.

Hampton Court House SEND Policy

17. Our objectives are to ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her potential.
18. This policy will contribute to these objectives by:
 - a. Identifying children with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
 - b. Putting into effect a plan of action that involves parents, teachers and children.
 - c. Using outside agencies and/or resources as appropriate.
 - d. Evaluating the outcome of the plans regularly and communicating updates with parents and teachers.
 - e. Revising the plan of action as appropriate

Principles of Special Education Needs and Disabilities

19. The Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social Care. Schools must set out how they meet their pupil's SEND. By April 2018 Educational Health Care (EHC) Plans replace the Statement of Educational Needs for children with more complex needs. The model of the EHC Plan is to enable joint strategic needs assessment, with Education linking with Health and Social Care for children who meet the assessment criteria.
20. Before a child joins the school, as much information as possible is obtained through a questionnaire sent to the previous schools and professionals involved with the pupil's education and to the parents. Parents are required to submit an Educational Psychologist or specialist reports along with the application.
21. An initial interview will be conducted and the child will usually make a second visit to the school when all the information has been gathered and discussed. Children who enter Year 3 and above undergo an assessment, along with a period of time spent in the classroom and time with other senior staff. HCH is not the right school for all children, particularly those children who will struggle with working in French from Year 1 and with Latin and Mandarin from year 5.
22. Information from previous settings, outside agencies, parents and the initial assessment, may indicate that additional provision will be required for the child in order to meet his/her needs. This may be through resources and strategies in class. Some children require additional support beyond this and may have additional lessons which the family funds.
23. We welcome children with an Education, Health and Care (EHC) plan who have passed the entrance assessment. They will have their educational needs met in line with the Plan and children with a physical disability would be supported as far as possible in line with their stated requirements in their EHC plan. Currently wheelchair access is not available at the school.
24. All provision given to children with SEND is directed towards helping them gain greater access to the curriculum. Every effort is made to integrate children with SEND into all of the school activities. This is achieved through a well-structured programme. It is supported by extensive use of all forms of differentiation and modification. All children are regularly reviewed and the allocation of extra provision can be adjusted according to performance in school.
25. The following steps are followed when a child is thought to have SEND:
 - a. The class teacher meets the relevant Head of Learning Support when a child is observed to be experiencing learning, behaviour, physical, or speech and language difficulties in the classroom.

- b. The Head of Learning Support discusses the child with other appropriate members of staff and may look at their work, assessments and/or observe the child in class to form a better picture of their strengths and areas of need.
- c. If on-going support is necessary, parents/carers are contacted and invited to visit the school for a meeting with the Head of Learning Support, or the class teacher, to discuss concerns raised and possible further screening and/or recommended learning support planned. The parent/carer's views are discussed and recorded. The Head of Learning Support may recommend consultations with outside agencies or professionals to receive more specialised expertise, these could include an Educational Psychologist, Speech and Language therapist or an Occupational therapist, to further support the child's needs.
- d. Following this information gathering and with agreement from parents, senior staff, class teachers, and the relevant Head of Learning Support meet to discuss the level of learning support it might be appropriate to introduce, and provision is put in place. A Pupil Profile/Individual Education Plan is made available to the teaching staff concerned.
- e. Class teachers and classroom assistants are made aware of the ways they can support the child. Pupils may also receive one-to-one or small group support from members of the Learning Support staff team who are trained to support children with a range of difficulties
- f. The Heads of Learning Support discuss the provisions for the child with staff in staff meetings, so that all members of staff are aware of the concerns raised. Feedback from the class teachers and other staff is noted.
- g. The school keeps a list of children currently receiving 1:1 support. A more comprehensive Learning Support and Access Arrangements list provides details of children in each class who are in receipt of learning support, being monitored and/or have Access Arrangements in place.
- h. Twice a year (more frequently if necessary) the Head of Learning Support will formally review and revise the Pupil Profiles or the Individual Education Plan. Teachers, pupils and parents contribute, where appropriate, in this process.
- i. The Pupil Profiles (Y6 onwards) or Individual Education Plans (to Y5) are then made available to the teaching staff – these are kept with class teachers and are available in the file in JH's room. The relevant Head of Learning Support also keeps a copy.

Strategies for Teaching and Learning: Special Education Needs & Disabilities

26. The school is able to provide for children with a range of Special Educational Needs through classroom differentiation. The Heads of Learning Support also work with individuals or small groups and have access to specialist resources. The Heads of Learning Support will work with individual teachers to assist with planning and differentiation. Teachers complete an annual SEN audit and The Heads of Learning Support meet teaching staff every two to three weeks to discuss pupils and review the success of strategies and support.

Strategies for Assessment

27. The assessment process involves gathering information about what the child knows, understands and can do from class assessments, screening, discussions with staff and observations, and using that information to inform teaching.

Aims of Assessment

28. Assessment should:
 - a. Inform and support planning. Help to plan for differentiation.
 - b. Build profiles for reporting to parents, teachers, governors and outside agencies.
 - c. Help identify pupils' strengths and weaknesses.
 - d. Improve and evaluate teaching and learning and therefore raise standards.
 - e. Provide evidence of achievements.
 - f. Plan for progression and development.
29. Children will be undergoing informal assessments on a daily basis through:

- a. Structured and informal observations.
 - b. Discussions, questioning and listening, which takes place during normal classroom activities which are either formal or informal.
 - c. Examples of pupil's work in written or picture form, social interaction, photographs etc.
30. Records of progress are kept by the school for each child. These, as well as any assessments, are used to inform progress of the targets on the PP/IEPs which are discussed with parents. The school communicates to parents through phone, email, parental meetings, parent evenings and reports. Parents of children with SEND may require additional meetings.
31. SEND concerns should be directed to the Form Teacher who will contact the relevant Head of Learning Support.

School/SEND Support Procedures

Early Years

32. All Nursery and Reception pupil progress will be monitored against the EYFS. These results will be evaluated and discussed.
33. A parent or teacher may register a concern at any time. After consultation with relevant staff members, the Head of Learning Support may carry out individual informal assessments.
34. Strategies, internal interventions or group support may be suggested at this stage.
35. If any concerns remain, the Heads of Learning Support may suggest that the parents/carers seek further external advice and support.

Lower Years

36. A parent or teacher may register a concern and after consultation with other relevant staff members, following observations and class assessments. The Head of Learning Support may then carry out individual assessments.
37. Strategies, internal interventions or group or individual learning support may be suggested at this stage.
38. If any concerns remain, the Head of Learning Support may suggest that the parents/carers seek further external advice and support.

Middle and Upper Years

39. In the first term pupils in years 7 & 9 will take the MidYIS (CEM) tests. Results are analysed and concerns are investigated further. Pupils in years 10-11 will be monitored and referred if need be.
40. A parent or teacher may register a concern and after consultation with relevant staff members, the Heads of Learning Support may then carry out individual screening.
41. Strategies, internal interventions or group or individual learning support may be suggested at this stage.

The Role of the Governing Body

42. 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 SEND provision is Mr E. Vainker.

Resources

43. The Heads of Learning support have access to a range of specialist materials and review the purchase of equipment as needed. Some children use their own specialist equipment in school, either funded by parents, or through their Education and Health Care Plan.

Training Provision

44. The Heads of Learning Support have a range of qualifications specific to the role, including training to support children with specific learning difficulties, such as dyslexia. Hampton Court House provides 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEND in light of the SEND Policy.
45. Recent 'In-Service' training has focused around the following key areas:
 - a. The identification and management of children with SpLD (dyslexia)
 - b. The Whole School Approach to improving Access, Participation and Achievement
 - c. Differentiation and reasonable adjustment in the classroom
 - d. Hearing Impairment
 - e. Metacognition
46. The training is on-going and will aim to be reflective of any changing needs.

Transition

47. The School recognises the importance of liaison with other schools and universities to ensure smooth transition for all pupils. Meetings are held in school to share information about children and for those moving between year groups. Teachers have access to pupil information through the school's electronic management system.

Pastoral Care

48. All staff are responsible for ensuring that the wellbeing of all pupils. The school employs a member of staff with a responsibility for pastoral care. The Heads of Learning Support liaise with the member of staff and share information at staff meetings where there are concerns about the wellbeing of a pupil with SEND.

English as an Additional Language (EAL)

49. Fundamentally, EAL is a different issue from SEND. The School recognises that a child may need EAL support, but may also have SEND. The Heads of Learning Support liaise regularly with EAL staff to share information about children that they may be concerned about.

Complaints

50. Complaints from parents/carers should be addressed in the first instance to the Head of Learning Support (Primary or Secondary). The Head of Learning Support or the Deputy Head will investigate the complaint and take appropriate action. If the complaint is not resolved, the matter will be referred to the Headmaster and the Complaint's Procedure will be followed.

Parent Partnership

51. Parent views are listened to and respected. The School aims to work with parents throughout any screening process, formal assessment and with target setting, measurements of progress and reviews. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies and on additional local services, funding and Education and Health Care Plans.

Outside Agencies

52. The school has well-established links with a variety of Educational Psychologists and private therapists. HCH works with relevant Local Authority (LA) teams and outside agencies.
53. The LA produces a directory of local organisations who work on behalf of children and families through the Local Offer, which work on behalf of children with SEND, and this information is also available on request from the Heads of Learning Support or through the local authority link at www.afcinfo.org.uk/local_offer.

References

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

- Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Children and Families Act 2014
- Disability and the Equality Act 2010
- Disability Discrimination Order (DDO) 2006

Appendix 1: The Equality Act 2010 and conduct of examinations:

Training invigilators

- We ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- As part of the training process we make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- We ensure that invigilators are aware of alternative means of communication, especially in the exam room, when conveying information to disabled candidates.

Information for candidates

- We ensure that information supplied to candidates with a disability, such as JCQ Information for Candidates, are suitably sized and adapted.

Seating arrangements

- We make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
- We ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- If we know that a candidate may become unwell during the examination due to the nature of their disability, we try to ensure that we seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- We ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

Candidates requiring access arrangements

- Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, we ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. We recognise that this is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
- Where a candidate has been granted supervised rest breaks, we try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long-term health conditions.
- Where a candidate has been granted the use of a prompter, we recognise that it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
- For on-screen tests, we ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.

Emergency evacuation procedures

- Invigilators and all other centre staff involved in conducting examinations are aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- When evacuation and emergency procedures are being explained to candidates, attention is given to those candidates with a disability, for whom such procedures may be different.

Appendix 2: Access arrangements and reasonable adjustments

As an exam centre:

- We will ensure that we will recruit with integrity with regard to both general and vocational qualifications;
- We will ensure that learners will have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs.
- We will assess each potential learner and make justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s).
- Our assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments.
- We will ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed/approved by the head of centre;
- We have a written process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly;
- We assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved;
- We will submit any applications for access arrangements or reasonable adjustments by the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. We are aware that for GCSE and GCE qualifications, a JCQ Centre Inspector will sample a centre's applications.
- We will ensure that for GCSE and GCE qualifications, a file is presented by the SENCo which will contain for each application the downloaded approval for the respective arrangement(s), supporting evidence of need (where required) and a signed data protection notice. This information will be available for inspection at the venue where the candidate is taking the examination;
- We will submit requests for modified papers by the published deadline;
- We recognise our duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010 and fully supporting disabled candidates is available for inspection purposes.
- These arrangements are carried out in accordance with the JCQ publication Access Arrangements and Reasonable Adjustments, 1 September 2016 to 31 August 2017.