

Holme Grange School  
Whole School Policy Including EYFS



A Policy for  
Special Educational Needs  
And  
Disabilities  
(includes EYFS)

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## Policy Background

Date Implemented: September 2010

Date of last Review: September 2014  
(by Mrs A.Heslop and Mrs A.Millar)

The person responsible for managing this policy is:

Mrs C.Robinson (Headteacher)

The person responsible for day-to-day co-ordination of this policy is:

Mrs A.Millar Joint (SENCo)

Policy originally compiled by: Mrs S.Selisko (SENCo till July 10)

Policy subsequently amended by: Mrs A.Heslop and Mrs A.Millar (September 2014.)

Amended: September 2017 – Mrs A Millar and Mrs S Clarke

Review June 2018

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of children with learning difficulties and/or disabilities. We fully support the general principles as detailed in the Code of Practice (2014) and the Equality Act 2010.

A key test for our decisions of intervention and support will be made on evidence that indicates whether individual pupil's rates of progress are adequate (refer Code of Practice 2014 Page 15 point XIII, XIV, XV). We will also use other relevant sources of information including parents, external agencies, and pupils.

The policy will contribute towards meeting this aim by clearly detailing the following:

- Objectives of the policy and how these will be monitored, evaluated and reported
- Roles, responsibilities and expectations of staff, pupils, parents and external agencies
- How pupils with SEN, Learning Difficulties and/or Disabilities will have full access to a balanced curriculum
- The financial commitment
- The staffing commitment
- The training commitment
- Our partnership with parents
- School graduated response to SEN, Learning Difficulties and/or Disabilities

## Defining Special Educational Needs, Learning Difficulties and/or Disabilities

It is the aim of Holme Grange School is to provide a positive learning environment and appropriate and continuous support for boys (and girls from 3 – 13 years of age), with Special Educational Needs, Learning Difficulties and/or Disabilities within the school.

This policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 and the Equality Act 2010.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

### **A Special Educational Need is where**

A child of compulsory school age or a young person 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 generally provided for others of the same age in mainstream schools. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

Children must not be regarded as having a Learning Difficulty and/or Disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with English as an Additional Language (EAL).

**Special educational provision** means:

- (a) children of two years of age or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
  - (b) for children under two years of age, educational provision of any kind.
- (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

**A child is disabled** if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially or permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

**A person has a disability** for the purposes of the Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(section 6), Equality Act 2010

## **Definitions of Impairment, Disability and Handicap**

- Impairment:* any loss of normal functions, however small.
- Disability:* factors which cause an individual to be unable to carry out certain ordinary activities in a given family or social context.
- Handicap:* impairing factors that not only prevent individuals leading a normal life but also lead to disadvantage or significant handicap.

## **Introduction – Our School in Context**

Holme Grange School is an independent day prep school for 313 pupils, providing a mainstream co-educational aged 3 – 13. Holme Grange School is committed to the integration of pupils with a wide range of needs and abilities. We are able to view each child as an individual and ensure their involvement in the whole life of the school.

Within the school is the The Accelerated Learning Centre – led by two SENCOs, with five dyslexia trained tutors and one HTLA. The Accelerated Learning Centre also has a sensory room, the Snug, which benefits the whole school. The room provides a calming atmosphere for pupils who have become sensory overloaded; a room where pupils requiring social skills development can work on Packtypes a programme to help improve their social awareness, develop communication skills and improve their self-esteem.

We have links with independent Educational Psychologists, Paediatricians Occupational Therapists, Behavioural Optometrists and Clinical Psychologists.

The school provides support within its setting which helps our inclusive policy. The SENCOs provide support in the classroom, in small groups, 1:1, in addition to working closely with parents and external agencies. The Accelerated Learning Centre is carefully timetabled by the SENCOs in liaison with staff to facilitate maximum access to the classroom curriculum while taking account of pupil and parent wishes.

With a growing responsibility on all schools to recognize Special Educational Needs, Learning Difficulties and/or Disabilities, Holme Grange School is attractive to parents who seek more specialist support, not available within LEA funding or within other local Prep schools.

Approximately one sixth of the school receives specialist support either within the classroom and/or attending The Accelerated Learning Centre; this is because of our belief in close monitoring of pupils' progress. Pupils will receive specialist support/and or tuition if:

- a pupil has a Statement of Special Educational Needs, or Education, Health and Care Plan.
- a pupil is receiving or has received additional support in the past, or
- a concern has been expressed about a pupil as having difficulties, or
- a pupil's performance is not matching his or her ability.

Pupils who no longer receive support will have their progress closely monitored enabling quick access to information at staff review meetings along with any pupil giving cause for concern.

## ***Aims and Evaluations***

The governing body expects the school's Special Educational Needs and Disabilities Policy to aim to:

- Help all pupils in its care to access the curriculum and extra curricular activities, regardless of background, race or abilities.
- Ensure that wherever possible all children are taught in their own class group and only withdrawn from the classroom where additional specialist support is considered essential to provide skills and strategies to enhance their performance.
- Allocate resources that can be used flexibly to support all children's individual needs.
- Provide a staffing structure with clear lines of responsibility for Special Educational Needs, Learning Difficulties and/or Disabilities, making sure that all staff training is provided to facilitate the pupil's individual needs.
- Put in place schemes of work (for classes, groups or individuals) that enables all children to make progress.
- Operate a system of record keeping and regular monitoring of each child's progress.
- Find effective ways of informing and consulting with all parents regarding Special Educational Needs, Learning Difficulties and /or Disabilities within the School; and for supporting those parents who have children with Special Educational Needs, Learning Difficulties and/or Disabilities by devising effective lines of communication between all involved: staff, tutors, therapists, parents, governors and external agencies.

## **Policy Objectives and Monitoring**

Objectives	Monitoring
1. Early identification, assessment and provision to meet individual learning needs of pupils experiencing difficulties in their learning.	<i>Provision mapping for the whole school:</i> analysis of records/assessments: numbers, pattern of referrals, range of needs, range of support, number and range of Individual Educational Plans
2. Monitoring, recording and reporting on progress of pupils with learning difficulties.	<i>SEN Log:</i> movement of pupils, Individual Personal Learning Plans –targets met, comparison with National Curriculum data and other baseline information, attendance and exclusion data.
3. Co-ordination of the efficient use of resources and support for the efforts of staff to meet more effectively the needs of pupils with learning difficulties.	<i>Diary of jobs for the year:</i> minutes of meetings, record of INSET and staff, tutor development events, analysis of staff, tutor therapists, TAs needs and views.
4. Promoting access to a balanced and broadly based curriculum. The school aims to prepare pupils for Common Entrance at 13 but where applicable the National Curriculum is followed.	Records of withdrawal lessons + individual pupils' programmes followed. Records of disapplication from NC or specific subjects for individual pupils.
5. Development of opportunities for partnership with parents and external agencies.	Record of complaints and letters of support. Record of meetings with external agencies. Monitoring of agreed service level agreements.
6. Monitor and evaluate the effectiveness of this policy with pupils' learning.	Any positive change in behaviour or attainment: reading ages and exam results, movement of children within the graduated response model. Reputation in the community;

## **Admissions Policy**

Holme Grange is a non-selective school. No child will be discriminated against on entry into school because of their individual needs. However, we may feel that we are unable to accept a pupil owing to the fact that:

- he may be unable to access our Prep School curriculum or the Common Entrance syllabus, or
- we do not have the specialist facilities to meet his needs, or
- accepting him would create an imbalance of individual needs within the mainstream classroom, or
- accepting him would jeopardize the performance and progress of his peers.

We aim to:

- provide a broad and balanced curriculum for all our children.
- fulfill all children's entitlement to learning support
- enable all children to participate in the life and work of the school
- work together with parents
- provide an education that will help them to achieve to the best of their abilities, whatever their needs.

Detailed arrangements for admission are described in the school's Admissions Policy and Accessibility Plan/Policy. Pupils with Special Educational Needs, Learning Difficulties and/or Disabilities are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice.

The school's Acceptance Form completed upon entry, provides past history both educational and medical. Liaison with other agencies and schools provides continuity if a need has been identified.

Prior to the child starting at Holme Grange, all parents are invited for an interview with the Head Teacher in order to discuss their child's needs. Since it is in the child's best interests that optimum provision can be made, it is anticipated that parents make the school aware of any educational difficulty. It is also expected that copies of reports from Educational Psychologists, or other professionals are given to the school. The Head Teacher and the SENCO will discuss the child in depth once a copy of all the relevant reports are made available, which should be at registration, .

We do not discriminate in any way regarding entry. We welcome pupils with special educational needs, providing that our Accelerated Learning Centre (ALC) can offer them the support that they require. There is an additional charge for support from the ALC and details of all support fees are set out in our 'Information For Parents' booklet in the School's prospectus.

### **Arrangements for Co-ordinating Learning Support**

The SENCo meets with the Head on a regular basis and informally during the week when the need arises. The Accelerated Learning Centre team meets formally on a weekly basis and informally as they work within the same area. Additionally, they meet at liaison and monitoring meetings with other staff, at parent/staff meetings and at the end of each term to review the term, discuss needs and development, and plan provision, timetables and meetings for the next term.

The SENCo role is mainly a managerial and administrative role with time allocated for administrative tasks, meetings, admissions, interviews, assessments and observations, in-house assessments and observations, visits and meetings with parents.

### **Access Arrangements Policy 2015-16**

Access arrangements allow pupils with special educational needs, learning difficulties, disabilities or temporary injuries to access an assessment. They allow pupils to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way we will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

The school aims to ensure that all students have equal access to examinations and are neither advantaged or disadvantaged over their peers by any learning, medical or psychological difficulty they may experience. We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 01/09/2015). It is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a pupil's secondary schooling.

We will use every opportunity to identify pupils' needs. Examples include: teacher observations, regular assessment and tracking data. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.' For example: the use of a word processor can be used by a pupil if this truly represents a pupil's normal day to day method of working. The provision is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and organizational difficulties or poor legibility.

The decision to apply for access arrangements is the school's based on evidence of a history of need, history of provision and a specialist teacher access arrangements report. We monitor progress carefully and use various methods for identifying pupil needs. These include, teacher observations, monitoring class work and homework, tracking data and assessment. Pupils' needs may then be investigated further – either by an outside professional known to the school, such as an Educational Psychologist, or by internal screening, carried out by staff qualified in the OCR Level 7 Diploma in Assessing Learners with SpLDs. This then provides the evidence of need as required by the JCQ guidelines.

If access arrangements are awarded, these are communicated to all teaching staff, so that they can be put into place as the pupil's 'normal way of working.' The impact of the arrangements granted, is then carefully monitored to form the evidence required to meet the JCQ guidelines.

Access arrangements are communicated to parents and also to pupils. Pupils also receive training in examination technique to ensure they understand how to use the arrangements to best effect.

We use access arrangements across the school for school internal examinations, for Common Entrance Exams and as a 'normal way of working.' For G.C.S.E. , assessment to determine evidence of need takes place in Year 9, whether or not pupils have had previous access arrangements.

## Monitoring Arrangements

WHAT	WHO	WHEN	HOW
<b>Identification &amp; Assessment</b>	A.Millar, L.Lucas, C. Mackworth Praed	before entry post entry	In house baseline assessment formal assessment by outside agencies; admissions screening; class testing and analysis observations; staff /parent referral
<b>Recording &amp; reporting progress</b>	A.Millar, school staff / tutors and therapists	post exams, post meetings, end of term	assessment results, exam analysis, end of term/year school reports, Programmes of Study from The Accelerated Learning Centre, minutes of meetings
<b>Co-ordination pupil support</b>	A.Millar, / The Accelerated Learning Centre staff, staff, external agencies/ parents/ /	end/beginning of terms or in response to need	discussion with staff and pupils with regard to school timetable, staff availability, pupil preference.
<b>Access to the curriculum</b>	A.Millar, / The Accelerated Learning Centre staff, staff, external agencies/	continuous	informal discussions, observations, formal meetings, internal and external assessments and tests
<b>Staff development</b>	A.Millar, / Headteacher / Senior Management Team	continuous	SEN/LDD whole staff insets ,Accelerated Learning Centre insets to staff, Accelerated Learning Centre staff attend courses and two members are currently gaining further SpLD qualifications. Course details are circulated to staff.
<b>Working with parents</b>	Accelerated Learning Centre staff / Headteacher	continuous	Termly meetings, meeting as needed, letters, emails, phone conversations, minutes of meetings, reports
<b>External Agencies</b>	Accelerated Learning Centre staff/Headteacher	Continuous input from: Educational Psychologists, Clinical Psychologists, Speech and Language Therapists and Occupational Therapists	Termly meetings, meeting as needed, letters, emails, phone conversations, minutes of meetings, reports, assessment reports, discussions, visits
<b>LEA Links</b>	Accelerated Learning Centre staff/Headteacher	LEA /NHS/other external agencies representation when appropriate	LEA annual review summaries, e mails, correspondence, phone calls

## **School's Provision for Special Educational Needs, Learning Difficulties and/or Disabilities**

We welcome pupils with physical disabilities provided that our site can accommodate their needs. The school seeks to remove the barriers to learning and plans strategically in order to increase access to the curriculum and premises for disabled pupils.

The school is situated on a split-level site with modern additions to a Grade 2 listed building. This means that those with serious mobility problems would find it difficult to access the site.

We therefore advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Headteacher and/or the SENCo before he or she attends the Assessment Day, so that we can make adequate provision for them.

Wheelchair access with portable ramps is available at, Main House, John Graves Wing, Disabled Toilet, Art Room and the Sports Hall. Little Grange has a ramped access and a disabled toilet which meets DDA standards.

Where possible adjustments have been made to facilitate the need of LDD pupils.

Where physical access to the site is difficult for the prospective pupil the School recognises the need to be proactive in enabling such access and we will discuss thoroughly with parents and their medical advisors the adjustment that can reasonably be made for the child if they become a pupil at Holme Grange School.

### **Financial Summary**

There are two main sources of funds for Learning Difficulties and/or Disabilities:

1. School devolved funding to staffing, materials, etc.
2. Parental contributions.

This money covers four main areas of expenditure:

1. Staffing (SENCo and The Accelerated Learning Centre salaries)
2. Staff Training
3. Maintenance and resources
4. Improvements to the work of the department, ICT etc

Funding is distributed in the following way:

1. The needs of pupils – liaison, monitoring, meetings and admin
2. Day-to-day monitoring of pupils with physical or social difficulties
3. Priorities within the school's development plan

# Roles and Responsibilities

## *Headteacher*

The Head teacher has responsibility for the day-to-day management of all aspects of the school, including provision for children with Special Educational Needs, Learning Difficulties and/or Disabilities. These responsibilities are met within the close collaboration of the headteacher, senior management team and SENCOs in the early identification and subsequent provision of pupils with an Educational Need.

## *The Governing Body*

The Governing Body has certain responsibilities in relation to pupils with Special Educational Needs, Learning Difficulties and/or Disabilities. They will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs, Learning Difficulties and/or Disabilities. The link governor for SEN is **Mr Peter Brooks**. Mr Brooks is a head at a local Independent School and is consulted with regard to systems and management when required.

## *The Special Needs Co-ordinator (SENCO)*

The SEN Co-ordinators (SENCOs), in collaboration with the headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCOs take day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents, guardians, carers, and other agencies. The SENCOs also provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN/LDD.

The SENCOs, with the support of the head teacher and colleagues, seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupil's achievements, and by setting targets for improvement. The SENCOs should collaborate with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

There are four key areas of co-ordination:

1. Strategic direction and development
2. Teaching and Learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

To provide the continuity of administration and liaison, the SENCOs have time in which to monitor and evaluate Special Educational Needs provision throughout the school. The SENCOs can also guide the planning of Individual Educational Plans.

The SENCOs will also be involved in progress reviews regarding children who have SEN and have a Statement of Special Educational Needs or Education, Health and Care Plan within the Code of Practice. An important part of the SENCOs' role will be discussing the needs of particular children with class teachers and keeping close and positive contact with all parents, guardians and carers concerned.

The SENCOs are charged with:

- Overseeing the day-to-day operation of the school's Special Educational Needs, Learning Difficulties and Disabilities policy
- Co-ordinating provision and monitoring Individual Educational Plans.
- Supporting staff in the interpretation of the Special Educational Needs, Learning Difficulties and Disabilities policy
- Co-ordinating the work of Teaching Assistants (TAs)
- Assisting in the development, monitoring and evaluation of the Special Educational Needs and Disabilities Policy
- Identifying and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of all children with Special Educational Needs, Learning Difficulties and Disabilities
- Liaising with parents of children Special Educational Needs, Learning Difficulties and Disabilities
- Liaising with outside agencies
- Chairing the Annual Reviews for children who have a Statement of Special Educational Needs or Education, Health and Care Plan.

## ***Teachers***

The progress of pupils with SEN is every teacher's responsibility. Teachers shall be charged with:

- Identifying and assessing children causing concern
- Setting internal targets for each pupil
- Monitoring pupils' progress
- Ensuring the right of all pupils to access to the curriculum
- Planning differentiation
- Initiating 'graduated response'
- Liaising with SENCOs and Teaching Assistants (TAs)
- Referral to SENCOs
- Liaising with parent and pupils
- Developing, reviewing and delivering Individual Educational Plans.
- Liaising with external agencies
- Involvement with policy development
- Being responsible for their own development via INSET

## ***Teaching Assistants (TAs) and Non-Teaching Staff***

These colleagues often play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning difficulties. This is why they are included in our training events.

We have four Teaching Assistants (TAs) who work closely with the teacher and SENCOs delivering a differentiated curriculum to meet the needs of the child. All our TA's are HLTAs. The TAs meet regularly with the SENCOs.

## ***Parents***

The parents are charged with the responsibility of:

- Informing school about any specific needs their child may have upon entering School.
- Making themselves aware of the Special Educational Needs, Learning Difficulties and Disabilities Policy of the school.
- Seeking out who is the SENCO .
- Striving to achieve a partnership with school with regard to projects, homework and where applicable Accelerated Learning Centre's activities.
- Having knowledge of the relevant outside agencies.
- Requesting assessment as they feel to be necessary
- Expressing a preference for which school they would like their child to apply.

## ***Involving Pupils***

We aim to involve all children in their own education. Where possible pupils are involved with setting their Individual Educational Plans. Pupils are also given an opportunity to share work and achievements with other children and adults. Their work is frequently on display

## **Curriculum Entitlement**

The school will develop an inclusive curriculum providing a framework of well-defined and achievable aims and objectives. This will include the choice of appropriate teaching methods and learning environments. Through this, opportunities for success will be built into the Programmes/Schemes of work in order to nurture positive attitudes and inspire confidence in the children with regard to their own abilities. The Programmes/Schemes of work undergo continuous evaluation.

In The Accelerated Learning Centre the aims of the pupil's Programme(s) of Study are discussed and shared with pupils, teachers and parents each term. Copies of these are given to teachers and parents. Children who attend the The Accelerated Learning Centre also have targets to add to their Educational Plan.

These are also shared with teachers and parents to help with planning and minimize fragmentation of the curriculum. Copies of Individual Educational Plans are available on Staff Share.

When staff plan schemes of work and/or lessons, they should consider the appropriate differentiation for their children with Special Educational Needs, Learning Difficulties and/or Disabilities. Their individual needs should be met both within the framework of the wider curriculum and also via more specific tasks.

Planning and delivering the curriculum

All teachers are Educational Support teachers, since all are required to differentiate in their planning and deliver so that all children gain access to the school's broad and balanced curriculum. Differentiation is also necessary in the wider academic and social curriculum.

### **Educational Support**

The school places a great deal of emphasis on Inclusion. It is accepted that some pupils with complex Special Educational Needs or experiencing severe difficulties may require modification of the curriculum. This is done in consultation with the Head teacher.

### **Assessment**

The pupil will be given a screening assessment as soon as possible, to determine the individual's strengths and weaknesses, cognitive ability and attainments.

This will be carried out by the SENCO or staff member with an in SpLD, discussed with Form Teacher and parents, and an action plan drawn up.

The school recognizes that there is a need for school-based assessment too. These tests need to reflect the work covered in the differentiated programmes designed to meet the needs of all its pupils and matching objectives to the wide range of abilities. These tests can monitor progress but can also be used for future teacher planning - 'assessments for learning'

LEA Statutory Assessment, based on the requirements of the 1996 Education Act enables the LEA to decide whether or not to undertake an assessment that may or may not lead to a Education, Health and Care Plan specifying provision for the child. During this process the LEA will seek educational, parental, medical and psychological advice as part of the assessment procedure. Class teachers will be asked to contribute to this advice.

Formal assessment of this kind tends to be instigated by the school, but parents can ask the LEA to carry out formal assessment. The LEA must consider the request based on evidence and may comply, unless they consider the request to be unreasonable.

### **Recording Individual Needs**

A SpLD list indicates the pupils who are a concern or who have or have had Special Educational Needs, Learning Difficulties and/or Disabilities. This list includes formal assessments with outcomes, and tutors, therapists and TAs supporting the child.

A timetable of The Accelerated Learning Centre provision is available on Staff Share.

Teachers can access 'Pupil Profiles' on Staff Share which includes information such as External Assessments reports and The Accelerated Learning Centre information. All teachers are given a Specific Learning Difficulties summary at the beginning of each term to help their understanding of children's individual needs. For a fuller picture, subject teachers can refer to the LDD files in Staff Share and in The Accelerated Learning Centre. This contains profiles on all pupils throughout the school. Files on Special Educational Needs, Learning Difficulty and/or Disabled pupils can also be accessed in The Accelerated Learning Centre The Accelerated Learning Centre.

All reports from outside agencies, and Programmes of Study are filed The Accelerated Learning Centre. Teachers may be given a copy of an external agency report or alerted to the existence and content of a new report.

### **Access and Integration**

All pupils will have access to the full curriculum. On occasions, the Head teacher may dis-apply a pupil from French, but this is only once the policy of the 'next school' has been considered or recommendation from other professional (Educational Psychologist). In addition, an adaptation may be made in presentation (some children are allowed to use laptops), content and context to complete a task. The school recognises that people have different learning styles, so a multi-sensory approach is used whenever appropriate. To improve access to exams, pupils may be offered extra time, readers and scribes. Evidence has to be given and permission granted if this is to happen in Common Entrance examinations.

Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

### ***Graduated Response to Learning Difficulties***

In order to help children who have Special Educational Needs, Learning Difficulties and/or Disabilities, we have adopted, as recommended in the SEN Code of Practice, a 'graduated response' that encompasses an array of strategies.

Holme Grange School recognises the importance of the relationship between parents of children with Special Educational Needs, Learning Difficulties and/or Disabilities and the school. It has a crucial bearing on the child's educational progress and the effectiveness of any school based action.

The following needs may be identified:

- Cognition and Learning Difficulties
- Behavioural, Emotional and Social Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties

Before a child enters school the Headteacher will have opportunities to meet parents during the Admissions Procedure. The Admissions forms should indicate any concerns that the parent may have; some children with very specific needs may have already been identified by outside agencies and these reports should be made available to the school.

The school's tracking system is used to monitor learning. Teachers and all other staff will closely monitor the children.

Information will be updated and passed on to each new class teacher as an on-going record. Early awareness and identification of need is crucial in assessment and use is made of:

- Admission details
- Initial concern identification form
- Baseline assessment
- Achievements of Early Learning Goals
- School testing
- Diagnostic spelling and reading tests

- Outside agency assessments
- Verbal and Non-verbal Reasoning

Our school's system for observing and assessing the progress of individual pupils provides information about areas where a pupil is not progressing even when the teaching style has been differentiated. These observations are enhanced by knowledge built up over time of an individual pupil's strengths and weaknesses.

### **Initial Concern**

After a class teacher has an initial concern about a particular child it may be concluded that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances consideration will follow with the SENCo as to what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires additional help – possibly in-class support, or help from a specialist in The Accelerated Learning Centre or outside agency. Consideration will then be given to helping the pupil through the graduated response.

### **Procedure for identification of need and intervention**

Identification of need is usually identified at the initial assessment and dialogue with the parent/s on entry to the school. It is at this stage that provision, if necessary, is identified to support the pupil when starting the school.

During a pupil's career at Holme Grange School, it is possible that concerns regarding that pupil's progress may be raised, mainly by parents and/or the classroom teacher/ subject teacher. This is met with a graduated response as follows;

1. Teachers/parents in the first instance of concern confer with each other.
2. The teacher will identify need (if possible) and will put into place targets and strategies for that pupil in the class, which will be monitored. The teacher might well confer with colleagues also, for example, a peer teacher, Head of Department, Head of Year, Head of Pastoral Care or the Teaching Assistant (if the pupil has one).
3. The teacher will record their concerns, targets and strategies that have been put in place.
4. In the situation that the pupil does not make sufficient progress as a result of this intervention, the teacher, with permission from the parent/s, will make a referral to the SENCo. This is done by filling out a Concern Sheet and will detail the identification of need (if possible) and targets and strategies that have already been employed in the classroom.
5. The SENCo will then observe and assess the pupil and consider all evidence.
6. The SENCo will confer with the parent/s at this stage about the best possible intervention (e.g. 1-1 tuition, The Accelerated Learning Centre time, The Accelerated Learning Centre 'small groups', IEP/welfare plan)
7. There may be signposting to other agencies for example Speech and Language Therapy (SALT), Occupational Therapy (OT), CAMHs (Children and Adult Mental Health services), GP.
8. The SENCo may decide that no further action is necessary at that time and place the pupil on 'Monitor' in the Profile.

## **Further Action**

As an independent school parents are in a strong position to seek additional specialist support sooner than it would be suggested in the state system, as all additional 1:1 support is funded by parents (unless the child has a Statement of Special Educational Needs or Education, Health and Care Plan). This means that intervention is likely to occur sooner than in the state sector. Pupils may have independent educational psychologist's assessment, but the degree of need may be minimal.

A pupil may be at this level of intervention because of his/her difficulties in accessing the school curriculum:

- is at a significant level of need or/and
- the widening gap between attainment and ability, despite previous intervention
- concern as to whether the school is able to give appropriate/ sufficient support to meet a pupil's needs:
  - i) inadequate resources in the school
  - ii) emotional/behavioral difficulties impeding progress
  - iii) significant physical or sensory problems requiring additional specialist equipment or regular advice or visits by a specialist service.
  - iv) communication and/or interaction difficulties which cause barriers to learning despite the provision of a differentiated curriculum and specialist support
  - v) more/continual specialist support required i.e. a special school

Other outside specialists are also used as consultants. Further assessments may be administered and advice given on effective provision designed to prevent the development of more significant needs. All these specialists are a valuable source for in-service training on learning and behaviour management strategies for all teachers. Individual Educational Plans and Programmes of Study are drawn up at this stage to ensure consistent and most effective support.

We have a commitment to improving the management and alternative arrangements for all children with Special Educational Needs, Learning Difficulties and/or Disabilities. With the help of outside agencies, health professionals, on-site specialists, appropriate equipment and teaching materials, a pupil's specific learning need can be considerably reduced.

## **Children who may need referral for Statutory Assessment**

In the great majority of cases the school will have assessed a child's learning difficulties and will have made additional provision to meet the child's needs. However, in a small minority of cases, children may demonstrate such significant difficulties that the school may consider they have insufficient resources to meet his needs. The school may consider a need for additional funding from the LEA or more specialist provision.

A child will be brought to the LEA's attention as possibly requiring a Statutory Assessment through:

- A request by the child's school
- A request from a parent
- A referral by another agency

To support a referral the school will provide the following evidence:

- The views of parents.
- The ascertainable views of the child
- Copies of Individual Educational Plans and Programmes of Study
- Evidence of progress over time including assessment data
- Copies of advice, where provided, from health and social services
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the norm of most schools.
- Evidence of the extent to which the school has followed the advice provided by professionals with relevant specialist knowledge.

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible) (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

### **Reviewing progress and provision.**

All pupils with a Statement of Educational Needs or Education, Health and Care plan have a multidisciplinary Annual review. In The Accelerated Learning Centre, progress of children who have complex needs or who have a range of professionals offering additional support are also reviewed termly with their Individual Educational Plan being reviewed and updated. Parents along with teaching staff, support staff, tutors and external agencies are involved in all these meetings.

The Accelerated Learning Centre tutors also meet with parents on a termly basis to review programmes of study, discuss progress and discuss future support.

### **Arrangements for Consideration of Complaints**

Should parents have cause for complaints they are invited to make representation to the Head teacher in the first instance. The Head teacher will review the case. A written response will be made to any individual and the complainant informed of further action that may be taken.

## **Information about the school's partnership with bodies beyond the school**

### ***Links with Other Schools***

The school makes additional arrangements for pupils with Special Educational Needs, Learning Difficulties and/or Disabilities, when they transfer to secondary school, ensuring that the school's SENCo knows the pupils' needs in advance. If a pupil is in Year 8 at transfer, an ISEB form is sent to the chosen school with his/her Common Entrance exam papers.

The links with other Prep schools and secondary schools is strong. Links are particularly important when a child with a Statement of Special Educational Needs or Education, Health and Care Plan, changes schools. A transfer meeting is arranged where the SENCo from the proposed school visits the present school staff, parents and SENCo to facilitate smooth transfer.

The Senco or Head teacher from the receiving school is invited to attend the Annual Review should this fall within the preceding term of transfer.

### ***Links with Other Services***

Holme Grange School is fortunate to have links with a range of specialists .

- Speech and Language therapy service
- Occupational and Physiotherapy services
- School Nurse
- Child and Adolescent Mental Health Team – Counselling service (CAMHS)

Or through the LEA:

- Educational Psychology Department
- Authority Support Services

Or via the Independent sector

- Educational Psychologists
- Paediatricians
- Clinical Psychologists
- Occupational Therapists
- Behavioural Optometrists
- Speech and Language Therapists
- Various counselling services