

Holme Grange School

Whole School Policy Including EYFS



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

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October 2020	Reviewed	A.Millar and S. Clarke (Joint SENCOs)	SMT 13.11.20
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Policy for Special Educational Needs and Disabilities (including Early Years Foundation Stage)

Accelerated Learning Centre (ALC)

Persons responsible for managing provision for children with Special Educational Needs:

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At Holme Grange School:

Our Mission is to inspire achievement beyond the bounds of expectation within an environment where every child can succeed.

We believe that every teacher is a teacher of every child or young person, including those with SEN.

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Section 1: Background to the Policy Development

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.

As an ISI independent school, Holme Grange School does not have a statutory duty to comply with the SEND Code of Practice (2015). However, we fully support the principles outlined and follow the Code of Practice closely as a model of good practice. The School is committed to observing the principles of the Equality Act (2010).

The SEND policy has been developed alongside other school policies, by the SENCOs, in consultation with the school staff, Senior Leadership Team and Governors.

Policy Objectives

The aim of our Special Educational Needs and Disability Policy is to provide a framework where:

- Pupils who require additional support or who have special educational needs are identified and have their needs met appropriately through relevant intervention,
- Pupils with SEN are supported to access the curriculum and extra-curricular activities
- Progress is monitored and support and intervention reviewed regularly.
- Teaching staff are aware of the importance of their responsibilities in identifying and making effective provision for pupils with SEN in their care.
- There is an effective system of liaison and information-sharing between the Accelerated Learning Centre and teaching staff.
- School works in strong partnership with parents regarding the needs and progress of their children.

Section 2: a) Our School in Context

Holme Grange School (including Little Grange Nursery) is an independent day school, providing a mainstream education for boys and girls aged 3-16. Holme Grange School is committed to the integration of pupils with a wide range of needs and abilities. We welcome children with special educational needs, as long as we are able to provide the support they require within our school environment and with the support of the Accelerated Learning Centre (ALC).

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, often not available within LEA funding or within other local Prep schools.

We are able to view each child as an individual and ensure their involvement in the whole life of the school. Our five key aims are:

- Stimulate intellectual curiosity and encourage people to embrace challenge
- Value and nurture the individual
- Develop confident, adaptable, resourceful, open-minded, resilient and above all, creative thinkers

- Equip people to be global citizens who contribute positively to society
- Promote a professional learning community, leading innovation in learning

At Holme Grange School, we have experience of supporting a wide range of needs, including dyslexia, dyspraxia, dyscalculia, dysgraphia, Attention and Hyperactivity Disorders (ADHD) and Autistic Spectrum Disorders (ASD) and related conditions. Holme Grange is not a selective school; however, we may not be able to cater for very complex needs, requiring intensive or specialised treatment. Needs of the individual and the school community as a whole are always considered when deciding if we can effectively provide for a particular child.

We offer challenge, we strive to inspire, develop confidence, provide opportunity and realise potential in every child, including those with SEN.

Section 2: b) Supporting Pupils at Holme Grange School

In class support

At Holme Grange School, we have relatively small class sizes and a high teacher and LSA to pupil ratio. We have high expectations and aspirations for all our pupils, including those with SEN. Our class teachers, subject specialists and LSAs have good awareness of a variety of Specific Learning Difficulties (SpLDs) and receive regular training updates.

In class, support for pupils is achieved through a variety of means, including quality first teaching, differentiation, in-class support from LSAs, subject clinics and small group intervention delivered by class teachers and LSAs.

The Accelerated Learning Centre (ALC)

In addition to the in-class support, Holme Grange School also has The Accelerated Learning Centre (ALC), led by two SENCOs, with a large team of dyslexia-trained specialist teachers and an academic secretary. The ALC has two suites of teaching rooms situated within the original building and the new Eaton Grange buildings. In addition to this, the ALC has a sensory room, the Snug, which provides a calming atmosphere for pupils who experience anxiety or sensory overload. We are a well-resourced department and able to deliver specialist intervention tailored to identified pupil needs, which may include literacy, numeracy, social and emotional support or study skills.

The ALC is able to provide support and advice regarding inclusion and SEN to teaching staff and to parents and pupils. We have a library of information about how pupils learn and the main Specific Learning Difficulties and we organize INSET for Holme Grange staff on SEN.

We have excellent links with a range of external professionals, including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioural Optometrists, Clinical Psychologists and Counsellors. The SENCOs are able to liaise effectively, seek advice and refer pupils as appropriate.

The ALC team are able to provide support in class, in small groups and on a one-to-one basis. The support may be a short-term boost or required longer term. It is agreed with parents on a termly basis and there is an additional charge for ALC support, which is beyond the usual in-class provision, as described above.

A more detailed explanation of our Graduated Approach to SEN is provided below in Section 5.

Section 3: Identifying Special Educational Needs

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 – 16 years of age), with Special Educational Needs 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.

Definitions from the SEND Code of Practice, 0-25, 2015

- Xiii) 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.
- Xiv) 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
- xvi) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The SEND Code of Practice groups special educational needs into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Holme Grange School, we aim to identify individual needs by considering the whole child, not only their special educational needs.

Other factors, which may impact on progress and attainment

There are a number of other factors, which can impact on a pupil's progress and attainment, but which are not considered as special educational needs. These may include:

- Disability – a child or young person has a disability if he/she has a “physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. (Equality Act 2010). However, this may not constitute a special educational need, as defined above.
- Attendance and punctuality
- Health and welfare
- English as an Additional Language – this is not in itself an SEN, but pupils, who are native speakers of other languages may require additional support to access the Holme Grange curriculum.

How special educational needs are identified at Holme Grange School

There are several ways in which a pupil may be identified as having a special educational need (SEN):

- In some cases, a SEN has been identified prior to the child joining us and professional reports are available. On admission, parents are asked to share any SEN information available about their child, so that the SENCOs can ensure provision is in place as soon as the child starts with us.
- At Holme Grange, pupil progress is tracked by class teachers and Heads of School regularly, through formal and informal assessment. The progress data is monitored carefully to ensure pupils are progressing in line with expectation. There are regular meetings between the SENCOs and senior managers with responsibility for academic monitoring, to discuss pupil progress, the impact of any interventions and any further action that could be taken.
Progress may cause concern for a variety of reasons including:
 - Progress is slower than peers leading to a gap in attainment
 - The previous rate of progress changes and slows down
 - There may be other factors, such as development or social needs identified, which could potentially impact academic progress if not addressed.
- On or before entry to the school, concerns about attainment are expressed by parents or teachers, even after allowing time for the child to settle.
- Concern about progress may be raised with the SENCOs at any time by class teachers, subject teachers, Heads of School, Heads of Department, LSAs, parents or the child themselves. There is a Raising Concerns Form (please see Appendix 1) for this purpose.

Section 4: A Graduated Response to SEN Support

This section of the policy aims to set out the process by which Holme Grange School identifies and manages pupils with special educational needs.

At Holme Grange School, we aim to provide a graduated approach to SEN, underpinned by an Assess, Plan, Do, Review system, as outlined in the SEN Code of Practice (2015). The possible steps for

intervention are set out below, although the school's main aim is to address the needs of the individual and so the steps may vary in order.

Class-based support for all pupils

The first step in providing for the needs of all pupils, including those with SEN, is high quality teaching, differentiated for individual pupils within the class. Class and subject teachers are responsible for providing a challenging and differentiated curriculum, which caters for the needs of the pupils in their classes. Teachers have access to SEN information from the school's SEND register in order to help with differentiation or to make reasonable adjustments. Examples of high quality teaching, which support inclusion for all are:

- Attention to surroundings and seating
 - Use of font size and type
 - Writing frames
 - Overlearning
 - Provision for learning styles
 - Simplified instruction
 - Pictorial clues
 - Different ways of recording as alternatives to writing
 - Background colours for text reading
- Class and subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist staff or LSAs.
 - Holme Grange regularly reviews the quality of teaching for all pupils, through regular class observation. In addition, teachers receive regular INSET and further professional development opportunities to improve and update their awareness of the most commonly encountered special educational needs (for example dyslexia, ASD and ADHD) and strategies for support.
 - The SENCOs ensure that there are plenty of opportunities for staff to seek advice about pupils and SEN. These include time in staff meetings and briefings, ALC surgeries, SENCO attendance at department meetings, regular meetings between Heads of School and SENCOs and ALC attendance in classes across the school, at least once a term.

If a pupil does not make adequate progress despite quality first, differentiated teaching, then a number of options are available. These may include:

- Small group work to reinforce points covered in class. These may be led by the teacher or LSA.
- In-class support given by teacher or LSA.
- Specific intervention to target needs. The child follows an intervention programme, devised by the class teacher in conjunction with the SENCO/Head of Department and/or Head of School. These may be short or longer term and may take place in assembly time or in place of the regular lessons. Examples include Catch-up Reading and Numeracy, handwriting, maths, comprehension, memory, motor skills, social skills, phonics or spelling groups. For most small group interventions, progress is monitored, both within the small group context and the transfer of skills to the classroom.

If concerns still persist despite high quality differentiated teaching and class-based or small group intervention, then more individualized intervention may be considered and the following steps may be taken:

- If in-class intervention has been tried and progress is still not improving, the teacher will discuss the concern with the Head of School, who can seek further advice from the SENCOs. A **Raising Concerns** form may be completed, outlining the main concerns, what has been tried and what support or advice is needed. This is discussed with parents before being shared with the SENCOs.
- Further information is gathered from school assessment data, observation of the child in class or in a social setting, as appropriate
- Parents will be invited to a meeting with one of the SENCOs, attended by a member of the Senior Management Team and/or form or subject teacher. Concerns will be outlined and a plan of action with likely timescales for a follow up meeting will be discussed.
- All actions and possible outcomes will be explained in detail to parents and parents will be kept updated and invited back for a follow-up meeting.
- Possible courses of action may be:
 - Further observation and monitoring, with a review on a given date
 - Classroom strategies may be recommended.
 - Home recommendations may be recommended.
 - **School-based screening assessment** by a specialist teacher who holds the OCR Level 7 Diploma in Teaching and Assessing Learners with SpLDs. Assessment may cover reading, spelling, comprehension, writing, maths, as well as cognitive skills, such as verbal and non-verbal reasoning, memory and processing. Assessment may be formal or informal and may include some computer assessments, as well as one-to-one testing. A report identifying strengths and areas of need and recommendations is produced and parents are invited for a feedback meeting to discuss findings and further actions. There is no charge for a school based screening. Further details about school-based screening is included in Appendix 3.
 - **Direct referrals to outside professionals** may be recommended. We have excellent links with a variety of professionals, who work independently. These include Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioural Optometrists and Child Psychologists. There are additional charges to parents with referrals to independent practitioners. The SENCOs can arrange referrals to occur in school, so that parents are supported through the process and recommendations can be implemented immediately. We can also support parents with referrals to NHS services. Any recommendations made by outside professionals can be incorporated into the pupil information, so that they can be implemented in class and in ALC lessons.
 - **ALC lessons**, either one-to-one or as group sessions may be offered, either after in house screening/professional assessment or straightaway. These lessons are delivered by Specialist Dyslexia Teachers with additional qualifications in teaching learners with Specific Learning Difficulties. The lessons are specifically targeted to the individual child's needs. An ALC Plan is devised, which is shared with parents, pupils and teaching staff, so that targets can be implemented across the curriculum. The ALC Plan is reviewed and targets are adjusted with parents and teachers termly. There is a separate charge to parents for ALC lessons. Further details about ALC lessons are included in Appendix 2.
 - **Education, Health and Care Plans (EHCP)** In some cases, a much higher level of support may be required for a pupil. The school may suggest, or parents may wish to apply to their Local Authority for a Statutory Assessment, which may lead to an Education, Health and Care Plan. The EHCP needs assessment is carried out by the Local Authority and sets out the provision the pupil is entitled to receive, sometimes with associated funding. The SENCOs have liaised with a number of Local Authorities and we will do all we can to support families through this process.

An overview of how SEN support works at Holme Grange School

General Points

- Teachers are responsible for the progress of all pupils in their classes, whether or not they receive additional support.
- Parents must be informed if their child is in receipt of any support, such as small group intervention, that is additional to usual class teaching available to all other pupils.
- SENCOs and ALC teachers can help, advise, observe, be consulted and liaise with teachers and LSAs of all pupils.
- Pupils may be in receipt of intervention in all stages. They can also move between stages as appropriate.
- The impact of all intervention needs to be carefully monitored and reviewed. This forms the **Assess, Plan, Do, Review** cycle outlined in the SEND Code of Practice 0-25, 2015

All pupils

ASSESS PLAN DO REVIEW

Highest SEN Support

In the classroom - High Quality Teaching – small classes, differentiation, classroom management. All have access to class teacher and LSA, who have awareness of main types of SEN. Progress is the responsibility of class/subject teacher. Progress carefully monitored.

Group support – in-class, additional lessons/clinics in assembly time/lunchtimes/after school to support pupils who need it. Overseen by class/subject teacher. May be short or long-term. Progress carefully monitored.

More targeted and specialist intervention in academic area causing concern, for example spelling, phonics, handwriting, reading, comprehension, maths. Overseen by class/subject teacher and Head of School. Progress carefully monitored. Pupils may be discussed with SENCOs.

Pupils referred to SENCOs in ALC by Head of School. Meeting held with parents. More information gathered via observations, ALC screening, discussion with teachers, pupil, parents to identify needs to target. Action Plan decided and further follow meeting arranged.

ALC lessons arranged, usually one-to-one but sometimes in small groups. ALC Plans devised from evidence following screening/baseline assessment. Progress carefully monitored and ALC Plans reviewed termly with parents and teachers. Additional charge applies.

Advice sought from external professionals – for example Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Paediatrician. Additional charge for this if independent practitioner.

Education, Health and Care Needs Assessment requested from the parents' Local Authority. May result in an EHC Plan issued by the Local Authority.

Section 5: Managing Pupil Needs on the SEN Register

- At Holme Grange, the SENCOs keep a SEND register. This is kept securely on the school Intranet and is only available to view by school teaching staff.
- The SEND register is updated regularly by the SENCOs and ALC Academic Secretary and teaching staff are informed when there has been an update.
- The SEND register has headline information, summarizing the needs and exam access arrangements of each pupil listed. This means that teachers can quickly gain a good overview of the needs of the pupils in their classes.
- More detailed information is also available, because there are hyperlinks within the SEND register to the following further information.
 - Internal screening report with classroom recommendations
 - Professional report summary and classroom recommendations, if an external assessment has been carried out.
 - Pupil profile, outlining needs in more detail.
 - Details of exam access arrangements available for the pupil
 - Current and historic ALC Plans detailing intervention targets as focus for ALC lessons.
- The SENCOs are responsible for keeping the information up to date and accessible for teaching staff.
 - The SEND register is updated regularly by the SENCOs, at least termly and teachers are informed by email when it has been updated.
 - ALC Plans are updated termly by ALC teachers, in conjunction with parents and pupils, with input from class teachers. New plans are issued at the start each term and plans are evaluated at the end of each term.
 - Access arrangements in place for pupils in Eaton Grange are updated termly by the SENCOs.
- Class and subject teachers are responsible for consulting the SEND register, so that they are aware of needs of pupils in their classes, any recommended strategies and details of intervention for pupils, so that they can help with integration of strategies into the wider class context.
- The SEN Code of Practice suggests one category of support, called SEN Support. However, at Holme Grange, we are in a strong position to seek additional specialist support earlier than it would be suggested in the state system, as all one-to-one support is funded by parents (unless an EHCP is in place). In some cases, a pupil may have an independent educational psychologist assessment and a diagnosis of a specific learning difficulty, but the degree of need would not necessarily be recognized as SEN in state schools. Approximately 25% of pupils at Holme Grange are on our SEND register; however not all of these are considered SEN. We therefore find it more useful to classify our pupils as follows:
 - **Additional Needs** – these are pupils who may have identified needs through an internal screening assessment or external professional report. There may be a diagnosis, such as dyslexia or ADHD. These pupils may require some reasonable adjustments in class, such as extra time, lap top use or instructions given in small chunks. With these adjustments, these pupils are progressing in line with age-related expectations.
 - **Special Educational Needs** – These pupils fit the Code of Practice (2015) description of having “a significantly greater difficulty in learning than the

majority of others of the same age”and they therefore need “special educational provision to be made for him or her.”

- The SENCOs also keep a separate **Monitoring** list, of pupils, who are at early stages of intervention or have previously been in receipt of intervention, but are now progressing in line with their peers, but we continue to monitor their progress.
- The SENCOs review the SEN/Additional Needs and Monitoring lists regularly, at least once a term. The SENCOs hold meetings with the Heads of School, Heads of Department and subject teachers and class teachers to review progress of individual pupils and decisions are made whether to move pupils to other lists or whether to add or remove them from our lists.
- Entry criteria for inclusion onto the Monitoring list is that a concern has been expressed by a class teacher, parent, Head of School or that analysis of progress data indicates a cause for concern.
- Entry criteria for inclusion in the Additional Needs list is that an internal screening or external professional report has identified an area of need, which requires reasonable adjustments to be made in class and/or examinations, or some form of additional intervention in class or in ALC.
- Entry criteria for inclusion in the SEN register is that more complex needs have been identified, requiring a greater level of differentiation in class and/or examinations and a higher level of intervention than their peers. In line with the Code of Practice definition, these pupils “....have a learning difficulty or disability which calls for special educational provision to be made for him or her.”
- Pupils can be removed from any of the lists if needs have changed and the support required no longer fits the category concerned. The SENCOs make these decisions in collaboration with the Deputy Head, in conjunction with other relevant members of staff. If a pupil is removed from the SEN or Additional Needs registers, they will continue to be on our Monitoring list, so we can ensure their progress is still checked regularly.
- Electronic records are stored securely on the school intranet, with access allowed only to teaching staff and Senior Leadership.
- Paper records relating to SEN are stored in locked filing cabinets, accessed only by the SENCOs and ALC teachers.
- Reports written by outside professionals are considered the property of the parents. They are stored securely until the pupil leaves Holme Grange, when they are securely archived with the pupil’s SEN records, in line with the School Retention of Records Policy.

Section 6: Supporting Pupils and Families

- **Admissions** – Please refer to the separate Holme Grange Admissions Policy. Holme Grange is not a selective school and 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. We also welcome pupils with physical disabilities provided that our site can accommodate their needs.

If pupils are joining us from another school, we require parents to share any professional reports, privately commissioned or otherwise, so that we can implement recommendations at the earliest opportunity. We recommend that if special educational needs are already known or suspected,

parents meet with the SENCOs prior to the pupil joining us and shortly after settling in, so that we can plan for and review the support in place.

- **Liaison with other schools** – We are very keen to ensure a smooth transition for any pupils joining us from other schools or moving from Holme Grange to other schools. We welcome visits from transition staff from the school to which the pupil will progress. With parental permission, we can share information about the support the child has been receiving and how the pupil is likely to cope with the transition. It should be noted that any privately commissioned reports concerning a pupil from Holme Grange are considered to be the property of the parents and will only be shared or passed on with express written permission of the parents.
In some cases, when deemed necessary, the SENCOs may make a transition visit to see pupils in situ in their current school.
- **Transitions between classes within school** – Transitions between classes and especially between different key stages, for example between Little Grange, Pre-Prep, Prep and Eaton Grange, are carefully planned and supported for all pupils at Holme Grange. Pupils visit the new areas of the school, meet the teachers, take part in lessons and experience a significant amount of time in their future school areas, as a matter of routine. The SENCOs, class teachers and Heads of School sometimes identify pupils, for whom we provide additional support. This will depend on the individual but may include a transition booklet with pictures of the new areas that parents can read with the pupil in the holidays or extra familiarization visits during the holidays.
- **Links with other agencies** – At Holme Grange School, we are used to welcoming and accommodating professionals from a range of services, both independent and local authority and NHS. We have links with a range of independent professionals, including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Counsellors, Clinical Psychologists and Behavioural Optometrists. We are able to seek advice, make referrals on request and we often accommodate independent assessments on site, so that the SENCOs can attend feedback meetings, in order to implement advice and recommendations quickly.
- **Access to Examinations and Assessments** – Please refer to the Holme Grange School Access Arrangements Policy and Laptop Policy for further details. The decisions on access arrangements for examinations and assessments rest with the SENCOs, who apply the joint Council for Qualifications (JCQ) guidelines across the school, in order to ensure that all students have equal access to examinations and are neither advantaged or disadvantaged over peers.
Some examples of access arrangements include 25% extra time, a reader or scribe, rest breaks or a word processor.

[Section 7: Supporting Pupils at School with Medical Needs](#)

Please refer to the separate policy on Supporting Pupils with Medical Needs.

- Holme Grange School recognizes that pupils with medical conditions should be supported at school so that they have full access to the education, school trips and physical education offered. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some pupils with medical needs may also have SEN and may have an Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision, as described in the SEND Code of Practice (2015).
- At Holme Grange School, the progress of pupils with medical needs is supported as is the case for all other pupils. If a pupil has absence due to the medical condition, the class/subject teacher and Heads of School will monitor progress and if necessary, make arrangements for work missed to be caught up or sent home. If progress is affected, the SENCOs can advise on how to support and make a plan of action with Heads of School and parents.
- Where pupils require support because of medical needs, Holme Grange works with parents and pupils to tailor a solution that works for the pupil for as long as is required. Examples of support we can offer include: adaptation/variations to the curriculum, varying the pupil timetable to start late and finish early, adjusting lesson times to allow pupils to move between classrooms, support given by LSA or ALC at drop-off times or at times of stress, arrangements made with the school Matron and/or the Pupil Health and Welfare Nurse for administering medication.

Section 8: Monitoring and Evaluation of SEND

- At Holme Grange School, we are proud of the support we are able to offer our pupils with SEND. We are constantly monitoring and evaluating the quality of the provision we offer all pupils, including those with SEND.
- One way of monitoring our provision is through regular meetings between the SENCOs, Heads of Department, Heads of School and Senior Leadership Team. We also meet regularly with parents and discuss provision with them and with pupils in the ALC lessons. This way, we are able to undertake regular audits of views from all parties concerned.
- The SENCOs also monitor regularly how ALC targets are being set and achieved and report this termly to the governors and Senior Leadership Team.
- Our evaluation and monitoring procedures promote an active process of continual review and improvement of provision for all pupils.

Section 9: Training and Resources

- **Funding** – All classroom teaching and small group intervention that takes place at classroom level is funded by and included in Holme Grange school fees. Holme Grange School has a high adult to pupil ratio, achieved with small classes and LSA support in at least core subjects across the school. School based screening and assessment/screening for exam access arrangements is included in school fees. Intervention provided directly by the ALC, such as one-to-one or small group support lessons is subject to additional fees, payable termly in advance. External professional reports are an

independent arrangement between parents and the professional and subject to fees payable directly to the professional concerned.

- **Training** – Holme Grange is committed to the professional development of all teaching staff and LSAs. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The Head Teacher and Senior Leadership Team are responsible for organizing the whole school INSET program and regularly consult the SENCOs to discuss requirements. All school teaching staff have regular training in awareness of the main Specific Learning Difficulties, such as dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), dyspraxia and sensory processing disorders.
ALC staff are committed to regular updates of current research. The SENCOs belong to a SENCO forum and all ALC staff regularly take part in Continuous Professional Development.
- **New teaching staff** are given an ALC Handbook, which outlines the school's SEN procedures and they are invited to a meeting with the SENCOs to explain the systems and structures in place around the SEN provision, find out where they can find information on their pupils' needs and to discuss the needs of individual pupils.
- **Resources** – Holme Grange School is well-resourced for delivering a wide-ranging curriculum for all pupils. We constantly update our resources, including class-based intervention programs, so that we can deliver tailored teaching and intervention for all pupils. The ALC is very well set up to deliver highly personalized support, tailored to pupil needs. We update our resources constantly in order to provide the best programs of intervention for our pupils.

Section 10 – Roles and Responsibilities

The Head teacher, Mrs Claire Robinson: has responsibility for the day-to-day management of all aspects of the school, including provision for children with Special Educational Needs and/or Disabilities. The SENCOs meet regularly with the Head Teacher and provide a termly report on SEND and the ALC for the head Teacher and the governors.

The Deputy Head Teacher, Mr Matthew Jelley: is the direct line manager for the SENCOs and meets weekly to discuss any ongoing issues or concerns.

The Senior Leadership Team, with responsibility for academic monitoring: oversee the progress of all pupils in their sections of the school and regularly meet with the SENCOs to discuss any concerns and possible actions.

The Governing Body has responsibilities in relation to pupils with Special Educational Needs, Learning Difficulties and/or Disabilities. The link governor for SEN is **Mr Kevin Gordon**. The SENCOs submit termly written reports on SEND in Home Grange School.

The SENCOs: Holme Grange School has two SENCOs – one full-time and one part-time. The SENCOs take day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents, and other agencies. The SENCOs also

provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Teachers: All teachers are responsible for the progress of all the pupils in their classes, whether or not they have SEN or receive additional support. The responsibility of teachers with regard to SEND is as follows:

- Familiarisation with needs of all pupils in their classes
- Identifying and assessing children causing concern
- Setting internal targets for each pupil and monitoring impact of classroom intervention
- Monitoring pupils' progress
- Ensuring the right of all pupils to access to the curriculum
- Planning differentiation
- Initiating 'graduated response'
- Liaising with SENCos and Learning Support Assistants (LSAs)
- Referral to SENCos, following discussion with Head of School
- Liaising with parent and pupils
- Liaising with external agencies
- Involvement with policy development
- Being responsible for their own development via INSET

Learning Support Assistants (LSAs): 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.

Parents: Holme Grange School seeks to develop positive relationships with all our parents, so that we can work in partnership to achieve the best outcomes for all our pupils. This is especially important for pupils with SEND. We therefore ask parents work with us by:

- Informing school about any specific needs their child may have upon entering
- School
- Making themselves aware of the SEND Policy
- 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
- Working in partnership with school if outside agencies are involved
- Requesting assessment as they feel to be necessary

Pupils: We aim to involve all children in their own education. Where possible pupils are involved with setting their ALC Plans. Pupils are also given an opportunity to share work and achievements with other children and adults. We have sometimes found it beneficial to invite older pupils, who have experienced challenges in their learning to mentor younger pupils. We believe that collaboration between pupils, teachers and parents works best for progress.

Appendix 1 – Raising Concerns Form



**Holme Grange School
Accelerated Learning Centre
Referral Form**

Name of pupil _____, Class _____
Date of Birth _____, Concern about which subject(s) _____
Name of person completing Referral Form _____

Main reasons for referral

What strategies have already been tried and what was the impact? Please give full details (eg pre and post scores, any other evidence). This helps to show evidence of the Assess, Plan, Do, Review cycle.

Please provide all relevant scores:

- Midyis, INCAS, Yellis scores _____
- Latest Progress Test scores _____
- Spelling/Reading/Maths tests and results/ages _____
- Most recent school exam results _____

Have you shared concerns with parents? _____
Have you explained to parents that they will be invited to a meeting with the SENCO and Head of School? _____
Are parents happy for ALC input? _____
Have you completed the SplD indicators checklist and discussed with parents? _____

Signature of person completing referral form _____

Countersignature of Form Teacher _____ Head of School _____

Date submitted to ALC _____

Appendix 2 – ALC Lessons – an overview



Holme Grange School ALC Lessons

The Accelerated Learning Centre

The Accelerated Learning Centre is staffed by a large team of specialist teachers with additional qualifications, enabling them to work effectively with pupils with Specific Learning Difficulties, such as dyslexia. The ALC is led by two SENCOs and based in two suites of rooms situated within the original building and the new Eaton Grange buildings.

We are a well-resourced department and able to deliver specialist intervention tailored to identified needs, which may include literacy, numeracy, phonics, social and emotional support or study and revision skills.

The Timetabling of ALC Lessons

If ALC lessons have been agreed by parents and the SENCOs, they are timetabled to take place at the same time each week. We do not take pupils out of core subjects or favourite subjects, as far as we are able.

The ALC Plans

Pupils work with a designated ALC teacher, who develops a tailored program of intervention specifically for the individual, based on a range of available information. The ALC teachers write an ALC Plan, which outlines the pupils' needs and strengths, long term targets for the coming year and short-term targets to be the focus of lessons for the coming term. Targets are designed to be SMART (Specific, Measureable, Achievable, Realistic and Time-bound). They are specifically tailored to cover gaps in the pupils' skills and so may not always reflect the curriculum being followed in the class. In ALC lessons, links are regularly made with the classroom, in order to aid the transfer of skills.

Reviews

ALC Plans are developed at the start of each term and shared with parents, pupils and teachers. At the end of each term, the ALC Plans are evaluated with comments stating whether targets have been fully or partially met. This review forms a termly report, which is sent to parents and shared with pupils and teachers.

ALC Costings and what this includes

ALC lessons are charged as an addition to school fees. ALC fees are payable termly in advance according to the duration of ALC lessons a pupil receives weekly. Currently, this stands at £196.25 for each group of half hour lessons. A term's notice is required, in writing, for lessons to stop.

The ALC package includes all aspects of support required for a pupil and this may vary from term to term. The package includes, but is not limited to:

- 1-1 lessons, with individually focused targets, which are developed and reviewed termly, in consultation with parents, pupils and teachers
- ALC presence in core lessons scheduled throughout the school year to enhance liaison.
- Regular review meetings and additional support meetings for parents, as required
- Liaison between ALC staff, Heads of School and teaching staff, to discuss pupil needs and classroom management
- Support with exams – study and revision skills and organisation of access arrangements
- Support as required with transitions, homework and organisation
- Support for pupil social and emotional needs as required
- Support for parents, including liaison with, administration and arrangements for outside professionals to visit

Appendix 3 – ALC Screening – an overview



Holme Grange School Accelerated Learning Department

The Screening Process – an Overview

- If there is concern about a pupil's progress, which is not improving despite classroom interventions, then the pupil may be referred to the Accelerated Learning Centre for a screening assessment.
- ALC is staffed by specialist teachers with additional qualifications in the assessment and teaching of pupils who are finding learning more difficult than expected.
- Class teachers, parents or the pupil themselves can make a referral to the ALC SENCOs. This referral should go via the Head of School/Head of Department. Usually a meeting would be scheduled with parents on referral, so that options can be explored, a pathway decided and likely timescales given.
- The screening involves an assessor working with the pupil, carrying out more sensitive tests than are available to a class teacher.
- The assessment takes approximately two hours and covers the pupil's attainments and underlying cognitive skills, in order to identify strengths and areas of difficulty, which may be impacting on learning. The timing of the assessment depends on the assessor's availability. It may involve the pupil missing a lesson, but it is a one-off event.
- The assessment materials used are standardised, which means that the assessor is able to compare the pupil's level in each area tested against their peers nationally.
- The assessor is then able to make tailored recommendations to support the pupil. These are likely to include classroom recommendations for teachers to follow. If appropriate, specialist teacher lessons in ALC may be recommended and the screening will identify specific areas to target. There is an additional charge for ALC lessons and a term's notice is required for tuition to stop.
- Once the screening is complete, the assessor will invite parents for a feedback meeting to discuss findings and recommendations. A two page report summarising the screening results, classroom recommendations, strengths and areas of need is produced. This report is sent out to parents and placed in the pupil's online folder, so that teachers can be aware of the outcomes and recommendations.
- Further referrals to other professionals may be recommended, with suggested time-frames. This will be explained in the feedback meeting.