



HARROGATE LADIES' COLLEGE & HIGHFIELD

Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

SEND POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Claire Preece

Governor Committee Review: Education

Next Review Date: August 2020

PRINCIPAL: Sylvia F. Brett BA (Dunelm), MA (London). **COLLEGE VISITOR:** Baroness Harris of Richmond.
Clarence Drive • Harrogate • North Yorkshire • HG1 2QG **T:** +44 (0)1423 504543 **E:** enquire@hlc.org.uk **www.hlc.org.uk**

REGISTERED OFFICE: Harrogate Ladies' College, Clarence Drive, Harrogate, North Yorkshire HG1 2QG.
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Since 1893



1. Aims

- 1.1 This policy has been written in accordance with; the *Children and Families Act (2014)*, the *SEN and Disability Code of Practice, 0-25 years 2014*, *SEND Code 2015* and the *Equalities Act (2010)*.
- 1.2 This policy applies to the Harrogate Ladies' College Family of Schools – Highfield Pre-School, Highfield and College – hereafter referred to as “the School”.
- 1.3 The aims of this policy are to promote good practice in identification of and provision for pupils with Special Educational Needs and Disabilities – here after referred to as SEND, and to outline the support we provide in collaboration with parents and / or guardians.
- 1.4 This policy can be made available in large print or other accessible format, if required.

2. Special Educational Needs and Disability definitions

- 2.1 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 him or her.
- 2.2 Children have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (if your child has a disability, please also ask to see our Disability policy);
 - are under five and fall within the definition above or are likely to do so when of compulsory school age if special educational provision was not made for the child.
 - The law does not define children and young people whose first language is not English as having a learning difficulty, although we recognise some may have learning difficulties as well. Please refer to the School's policy for pupils with English as an Additional Language.
 - There is a wide range of abilities knowledge and skills in any given peer age group. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression.
- 2.3 Paragraphs 6.27-6.35 of the 0-25 SEND Code of Practice 2015 sets out four areas of SEN
 - 2.3.1 **Communication and Interaction** e.g. where children and young people have speech and language and communication difficulties which make it difficult for them to communicate effectively and appropriately with others.
 - 2.3.2 **Cognition and Learning** e.g. where children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum. Have difficulties with organisation and memory skills or have a



specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

2.3.3 **Social, Emotional and Mental Health difficulties** e.g. where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

2.3.4 **Sensory and/or Physical Needs** e.g. where children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

2.4 Disabilities

2.4.1 Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy. (if your child has a disability, please also ask to see our Disability policy).

3 Policy Statement

3.1 **The School:** HLC is a mainstream independent school with high academic standards which accepts boys and girls from the age of two to eleven years, and girls from eleven to eighteen years. We believe in early identification of SEND. All support for pupils with SEND is based on the graduated approach of Assess, Plan, Do, Review.

3.2 **Provision:** We offer a range of provision to meet the individual needs of pupils identified with SEND at Wave 1/Universal, Wave 2/Targeted, Wave 3/Specialist. This includes:

- Wave 1/Universal: Quality First Teaching, access to in class TA support, department led subject clinics, independent use of specialist ICT intervention programmes,
- Wave 2/ Targeted: TA/Teacher led group interventions/booster groups,
- Wave 3/Specialist: 1-1 specialist teaching and referral to outside agencies if and when necessary.

3.3 **Specialist teaching and charged provision: Wave 1 and Wave 2 provision is provided, with no additional charge. Wave 3/ Specialist and 1-1 teaching is available for pupils and this will be charged to the parents. This teaching is offered on a needs basis or as a result of diagnostic assessment which recommends specialist teaching. The SENCO will liaise with parents either on application for a place where it is deemed a child will need additional support of a specialist nature, or on the discovery through assessment that a child requires specialist teaching. This is in addition to clinics run by**

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the teaching staff and learning support group work and will be managed by specialist staff.

- 3.4 **Consultation:** As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the School works closely with parents of children with SEND to create and maintain a positive partnership. Parents are informed at all stages of the assessment planning, provision and review of their child's education. Liaison with the parents/guardians and teachers of pupils with SEND on a termly basis as a minimum. In addition, liaison with professionals and outside agencies occurs as and when appropriate.

4 Implementation and Procedures

- 4.1 Pupil progress is closely monitored in all settings using the graduated response system for identifying, assessing and responding to children's SEND. In addition:
- 4.1.1 **In Highfield Pre-School** internal tracking systems are used including: daily observations and Learning Journeys which lead to the EYFS Profile at the end of the EYFS in Reception.
 - 4.1.2 **In Highfield** pupil progress is monitored using the NLS Phonic/High Frequency Record, the National Phonics Screening Test, Maths and Literacy in-class standardised assessments, National Curriculum Age Related Expectations and formative teacher observations and assessment.
 - 4.1.3 **In College:** All new pupils are assessed on their reading, spelling and mathematical skills. These tests are for screening purposes and the results are not generally disclosed to parents. However, parents are welcome to contact the school if they wish to know the results. For this the following assessments are used:
 - (a) MIDYIS/ YELLIS/ ALIS
 - (b) Access Maths Test
 - (c) Access Reading Test
 - (d) Diagnostic Spelling Test
- 4.2 **Outcome of tests:** If the outcome of a test, or any other circumstances give us reason to think that your child may have a learning difficulty, this will be reported to the parents/guardians and further actions will be agreed. The School may suggest carrying out further assessments.
- 4.3 **Specialist assessment:** If the test results indicate that a child may have a learning difficulty which requires more in depth specialist assessment, the School will ask parents/guardians to agree to a child being formally assessed. This may be carried out by an in-house specialist assessor, an educational psychologist or Dyslexia Action. The cost of these specialist assessments must be borne by the parents.



- 4.4 **Learning support:** If the test results indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate specialist assessment or a course of additional specialist teaching, the School may suggest a revised timetable in order to attend a small learning support group (wave 2 provision) which will concentrate on developing skills such as phonics, spelling, core literacy skills, handwriting, maths and study skills. Learning support of this kind will be provided at no additional cost. A pupil's progress and needs will be monitored and, if necessary, a specialist assessment will be advised if learning support does not appear to be meeting the pupil's needs sufficiently.
- 4.5 **Code of Practice:** The School's approach to the detection and management of learning difficulties will be guided by the *Special Educational Needs and Disability Code of Practice: 0-25 years* (DFE - 0000205-2013), Department for Education (DfE), January 2015(**Code**), or any substituting or amending code of practice issued from time to time by the Department for Education (**DfE**).
- 4.6 **Early Years Foundation Stage:** Highfield Pre-School and Highfield Reception follow the Early Years Foundation Stage (EYFS) Curriculum for children of birth-5 years.

Assess

The two year old progress check is completed within the first half term of a child starting at Highfield Pre-School, if the children are between 2 and 3 years old. Determining factors could extend the completion of the two year old progress check . The progress check identifies the child's strengths in the three prime areas of learning and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEND or disability) practitioners will develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENDCO, Area SENDCO and external agencies.

All children are assessed using our tracker system, which supports the EYFS team in assessing and identifying early needs and support requirements. It sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- Communication and language;
- Physical development;
- Personal, social and emotional development;
- Literacy;
- Mathematics;
- Understanding of the world;
- Expressive arts and design.



The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. This is completed for children in the final term of the year in which they turn five. For children with SEN it informs plans for future learning and identifies any additional needs for support. Highfield Reception staff also complete baseline assessments during the first half term.

In addition to the formal checks, EYFS practitioners working with children will monitor and review the progress and development of all children throughout the early years. All EYFS staff are alerted to emerging difficulties and respond early. Children who are being monitored within the setting will have a support log to track progress and actions needed. The log will be used to support the child's key person in delivering support/intervention to their child; this will be overseen by the Deputy Head of Highfield (EYFS and KS1) and SENCo. The Learning Journeys are shared with parents on a daily/weekly informal basis to gather a holistic view of the child. From this the parents and staff will together implement actions and will close the support log should no further action be needed. Should a child's support log continue and monitoring last more than a half term the SENCO, Deputy Head of Highfield (EYFS and KS1). and child's key person will develop a targeted plan to support the individual child. E.g. support from external agencies, Can Do, focussed observations and assessments.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners will discuss their concerns at least during weekly staff meetings, with, the Deputy Head of Highfield (EYFS and KS1). or other members of their immediate teams. They will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Plan

Following assessments and information gathering as outlined above, the SENCO/ Deputy Head of Highfield (EYFS and KS1). will decide upon the next action for individual children, supported by the knowledge of the EYFS team.

Parents will be informed if their child is receiving SEN support at SEN support 1.

The SEN monitoring file will contain a log of events for each child. ILPP's will be created in conjunction with the child's parents, key person, SENCO, and Head of EYFS. The ILPP will be reviewed formally each half term. This will be shared with parents as required. If a child is being monitored actions will be taken by those responsible on the logging form e.g. referral to SALT or other external agencies.

Decisions to involve external specialists will be taken in discussion with parents. Do



If a child has an ILPP these are shared with all the team and the targets are embedded into daily/weekly planning to ensure all staff support the child and their individual targets. Where possible, the learning support member of staff will work on the ILPP targets within the child's environment amongst their peers unless a quieter space is needed.

Review

Progress will be monitored and reviewed against the targets set out in their ILPP. Targets will be amended during each half term plan and this will be shared with parents. The learning support member of staff will use the ILPP as a working document and annotate the ILPP as required to monitor and review evidence of progress towards targets set. Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs. The SEN register will be reviewed and updated each term with all children including children being monitored.

- 4.7 **Education Health and Care plans (EHC plan):** Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 4.8 Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.
- 4.9 Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority, if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.
- 4.10 **Welfare needs:** The School recognises that pupils with Special Educational Needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.



- 4.11 **Disability:** The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School (see 6.1 below).

5 **Special Educational Needs Co-ordinator (SENCO):**

Highfield (including EYFS): Rachel Mackay is the Highfield Special Educational Needs Co-ordinator (**SENCO**).

College: Bonnie Horgan is the Special Educational Needs Co-ordinator (**SENCO**).

The SENCO has responsibility for:

- 5.1.1. ensuring liaison with parents/guardians and other professionals in respect of a child's Special Educational Needs;
 - 5.1.2. advising and supporting other staff in the School;
 - 5.1.3. ensuring that appropriate Individual Learning Plans and inclusion passports are in place;
 - 5.1.4. ensuring that relevant background information about individual children with Special Educational Needs is collected, recorded, updated and shared with key staff;
 - 5.1.5. undertaking any other appropriate duties in accordance with the Code of Practice for Special Educational Needs.
- 5.2 **Responsibility:** Parents bear the overall responsibility for taking decisions about the management of their child's SEND. When a specialist assessment is carried out, parents must ensure that the School and relevant SENCO are given copies of all advice and reports received.
- 5.3 **External teaching:** Parents may opt for additional specialist teaching outside the School, provided that the Deputy Head is satisfied with the safety and travel arrangements put in place and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.
- 5.4 **Information:** As part of a comprehensive assessment of need, parents/guardians will be asked to complete a parent questionnaire to gather key background information which may be relevant as well as requesting copies of any previous assessments. As part of our transition process, the School will request relevant background information and reports from schools about any pupils with SEND.
- 5.5 **Concerns:** Parents are encouraged to share concerns about progress or behaviour so that they can be discussed, and a suitable course of action and support can be agreed.
- 5.6 **Examinations:** Pupils who have been identified as having a SEND will undergo examination access arrangement (EAA) assessments in Upper 4. If results of tests and

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evidence of need based on 'normal way of working' indicate need for EAA in external examinations, these will be submitted for consideration to JCQ. For younger pupils where there is a recommendation or evidence of need based on a specialist assessment, access arrangements will be granted in internal tests.

6 Alternative Arrangements

- 6.1 **Withdrawal:** The School reserves the right, following consultation with parents/guardians, to ask or require withdrawal of a pupil from the School if, after making all reasonable adjustments and exhausting appropriate strategies:
- 6.1.1 A pupil is in need of a specialist assessment, additional specialist teaching, learning support or medication to which parents do not consent; and / or
 - 6.1.2 Information has been deliberately withheld from the School which, had the information been provided, would have made a significant difference to the School's management of a pupil's learning difficulties; and / or
 - 6.1.3 A pupil's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange; and/or
 - 6.1.4 A pupil has Special Educational Needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 6.2 **Alternative placement:** In any of these circumstances, the school will do what is reasonable to help find an alternative placement which will provide the necessary level of teaching and support required.
- 6.3 **Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of a pupil will be credited to the payee's account.