



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: Joanna Fox

Governor Committee Review: Education

Review Cycle Annual

Relevant policies

Equality, Diversity and Inclusion Policy;
Disability Policy;
Safeguarding and Child Protection Policy;
Risk Assessment Policy for Pupil Welfare;
Anti-bullying Policy;
Behaviour Policy;
Expulsion, Removal and Review Policy;
English as an Additional Language Policy;
Admissions Policy
Examinations Policy
Fire Safety Policy

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.
Harrogate Ladies' College is registered as a Company in England. Registered number 197987. Educational Charity Registered No. 529579.

Since 1893



Contents

1	Aims	1
2	Scope and application	1
3	Regulatory framework	1
4	Publication and availability	1
5	Definitions	2
6	Responsibility statement and allocation of tasks	3
7	Procedures	4
8	Education health and care plans (EHC plan)	7
9	Additional welfare needs	8
10	Alternative arrangements	9
11	Training	9
12	Risk assessment	9
13	Record keeping	10
14	Version control	10

1 Aims

- 1.1 This is the policy on special educational needs and learning difficulties of Harrogate Ladies' College (**School**) including Highfield Pre-School, Highfield Prep School and Harrogate Ladies' College.
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to promote good practice in the detection and management of special educational needs (**SEN**);
 - 1.2.2 to explain the support the School can provide for children who have learning difficulties and the co-operation needed from parents for it to do so;
 - 1.2.3 to actively promote the well-being of pupils.

2 Scope and application

- 2.1 This policy applies to the whole School, including the Early Years Foundation Stage (**EYFS**).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under the:
 - 3.1.1 Education (Independent School Standards) (England) Regulations 2014;
 - 3.1.2 *Boarding schools: national minimum standards* (Department for Education (**DfE**), April 2022);
 - 3.1.3 *Statutory framework for the Early Years Foundation Stage* (DfE, Sept. 2023);
 - 3.1.4 Education and Skills Act 2008;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Childcare Act 2006;
 - 3.1.7 Data Protection Act 2018 and General Data Protection Regulation (GDPR);
 - 3.1.8 Equality Act 2010; and
 - 3.1.9 Children and Families Act 2014.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 [Special educational needs and disability code of practice: 0 to 25 years \(DfE and Department for Health, January 2015\)](#) (**Code of Practice**)
- 3.3 The School policies, procedures and resource materials that are relevant to this policy are mentioned on the front cover

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.

- 4.3 A copy of the policy is available for inspection from the School office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.
 - 5.1.2 References to an **Individual Learning Plan (ILP) and/or Pupil Passport (PP)** are references to a targeted plan or programme designed for children with SEN to help them to get the most out of their education. An **ILP and/or PP** builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.
 - 5.1.3 References to **Head** are references to the relevant Head of Highfield or to the Principal of Harrogate Ladies' College.
 - 5.1.4 References to Special Educational Needs Co-Ordinator (**SENCO**) are references to Frances Andrews, the SENCO for Highfield Pre-School and Highfield Prep School and to Bonnie Christie, the SENCO for College.
 - 5.1.5 References to **Parents** include guardians as well.
- 5.2 **"Special educational needs" and "learning difficulty"**
 - 5.2.1 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age... This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (DfE and Department for Health, 2015) (**Code of Practice**). Children have a learning difficulty if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders 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 (please also see the School's disability policy);
 - (c) are under five and fall within the definition at (a) or (b) above or are likely to do so do when of compulsory school age if special educational provision is not made for the child.
 - 5.2.2 A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However,

children for whom English is an additional language will be provided with appropriate support. Please see the School's English as an additional language policy.

- 5.2.3 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.
- 5.2.4 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 5.2.5 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

6 Responsibility statement and allocation of tasks

- 6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	SENCO	As required, and at least termly
Day to day responsibility for carrying out individual pupil risk assessments under the policy	SENCO in cooperation with Estates Compliance Officer	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	SENCO	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its	Privacy Officer	As required, and at least termly

Task	Allocated to	When / frequency of review
implementation as required by the GDPR		
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	SENCO	As required, and at least annually
Formal annual review	Board of Governors	Annually

6.3 The School's SENCOs have responsibility for:

- 6.3.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- 6.3.2 advising and supporting other staff in the School;
- 6.3.3 ensuring that appropriate ILPs are in place and effectively implemented;
- 6.3.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 6.3.5 undertaking any other appropriate duties in accordance with the Code of Practice.

7 Procedures

7.1 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

7.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the School works closely with parents of children who have or may have special educational needs and learning difficulties to create and maintain a positive partnership for the assessment and review of a pupil's needs and support to be provided. Parents are informed at all stages of the assessment, planning, provision and review of their child's education.

7.3 Identification of pupils with a learning difficulty

7.3.1 Pupil progress and engagement is closely monitored by classroom teachers in all settings using the graduated response system for identifying, assessing and responding to children's learning difficulties. If the outcome of an assessment (see below) or any other circumstance(s) give(s) us reason to think that a pupil may have a learning difficulty, we will report and consult with the pupil's parents as necessary and make recommendations about future assessment and support. During a pupil's first year and at each key stage thereafter, the School will carry out regular assessments the results of which will be reported to the pupil's parents. In addition to this:

- (a) **In Highfield Pre-School:** internal tracking systems are used including daily observations and Learning Journeys which lead to the EYFS Profile;
- (b) **In Highfield Prep School:** this continues for Reception and also pupil progress is monitored through teacher assessment as well as using standardised assessments.
- (c) **In College:** All pupils are assessed on their reading, spelling and mathematical skills to assist with class allocation, timetabling and the identification of support needs. 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:
 - (i) MIDYIS/ YELLIS/ ALIS;
 - (ii) Entrance Maths Test;
 - (iii) Entrance Reading Comprehension Test;
 - (iv) Entrance Writing Test.

7.4 The assessments are not diagnostic assessments of a kind which an educational psychologist would carry out, and are not infallible. The purpose of an assessment is to detect circumstances which may need further investigation by the SENCO or a formal assessment.

7.5 Learning support

7.5.1 If the assessment results indicate that a pupil may have a learning difficulty, but the circumstances are not such as to indicate an immediate formal assessment or that a course of additional specialist teaching is required, the School may suggest that the pupil gives up one of the normal curriculum subjects and instead attends:

- (a) Wave 1/Universal:
 - (i) In Highfield Pre-School: access to key worker support
 - (ii) In Highfield: access to in class TA support;
 - (iii) In College: department led subject clinics and independent use of specialist ICT intervention programmes; and/or
- (b) Wave 2/Targeted:
 - (i) In Highfield Pre-School: access to in class support for individual needs or targets that can be met through the continuous provision in the setting;
 - (ii) Highfield: TA/Classroom teacher-led group interventions or booster groups which will concentrate on developing skills such as phonetics, spelling, core literacy skills, handwriting, maths and study skills. Timetable modifications may also be advised to avoid core subject disruption.

- (iii) In College: HLTA/TA support in class or in small groups/ one-to-one. Timetable modifications may also be advised to avoid core subject disruption.

7.5.2 Learning support of this kind will be arranged, subject to prior agreement being reached with the parent as to the charging arrangement for this.

7.5.3 The pupil's progress and needs will be monitored and, if necessary, the School will recommend a formal assessment if the learning support does not appear to be meeting the pupil's needs.

7.6 Formal assessment

7.6.1 If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist or an appropriate professional where appropriate. The parents may consult an educational psychologist recommended by the School, or one of their own choice. The cost in either case will usually be borne by the parents.

7.6.2 The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

7.7 Additional specialist teaching

7.7.1 As part of a graduated approach, the School may suggest a course of additional Wave 3 teaching by a qualified specialist on a one-to-one basis in school. This would normally be two periods of 35 minutes per week during term time.

7.7.2 Learning support of this kind will be arranged, subject to prior agreement being reached with the parent as to the charging arrangement for this.

7.8 External teaching

7.8.1 In College parents may opt for additional specialist teaching outside the School, provided that the Deputy Head is satisfied with your child's safety and travel arrangements 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.

7.9 Examinations

7.9.1 Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations. Pupils who have been identified as having a learning difficulty will undergo examination access arrangement assessment (EAA) from Upper 4. If results of tests and evidence of need based on a 'normal way of working' indicate need for EAA in external examinations, these will be submitted for consideration to the relevant examination board. 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.

7.9.2 Parents are asked to liaise with their child's Head of Year in good time with respect to this.

7.10 Information-sharing and parent involvement

- 7.10.1 New Parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a "need to know" basis.
- 7.10.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.
- 7.10.3 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.
- 7.10.4 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside, as appropriate. In these circumstances parents must ensure that the School and SENCO are given copies of all advice and reports received.

7.11 Individual Learning Plan

- 7.11.1 The SENCO will ensure that an appropriate ILP is in place where required for pupils with SEN.
- 7.11.2 The ILP will be prepared in consultation with the parents and, if appropriate, the pupil and will include:
 - (a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;
 - (b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and
 - (c) clear dates for review.
- 7.11.3 In carrying out the review, the SENCO will consider:
 - (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
 - (b) the views of relevant teaching staff, the parents and, if appropriate, the pupil; and
 - (c) any changes that are required to the support and outcomes set out for the pupil.

8 Education health and care plans (EHC plan)

- 8.1 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).

- 8.2 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.
- 8.3 Any additional services that are needed to meet the requirements of the EHC plan will 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 the School will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010 where applicable.

9 Additional welfare needs

- 9.1 The School recognises that pupils with special educational needs and/or learning difficulties are at an increased risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 9.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the PSHE programme, through the supportive School culture and through the School's policies.
- 9.3 Pupils with special educational needs are monitored closely and supported through the School's Flourish programme, which has a 'team-around-the-child' approach to pastoral provision.
- 9.4 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.
- 9.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - 9.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
 - 9.5.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
 - 9.5.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 9.6 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding policy and procedures.

9.7 Disability

- 9.7.1 The School recognises that some pupils with special educational needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's disability policy.
- 9.7.2 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 that parents withdraw their child from the School (see 10 below).

10 Alternative arrangements

- 10.1 We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if:
 - 10.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent;
 - 10.1.2 you have deliberately withheld from the School information which prevents it from effectively addressing your child's learning difficulties;
 - 10.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgement of the Principal, the School is unable to provide, manage or arrange; and/or
 - 10.1.4 your child 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.
- 10.2 In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 10.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

11 Training

- 11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 11.2 The level and frequency of training depends on role of the individual member of staff.
- 11.3 The School maintains written records of all staff training.

12 Risk assessment

- 12.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 12.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used,

the School's approach to promoting pupil welfare will be systematic and pupil-focused. Please see clause 6.2 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

13 Record keeping

- 13.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 13.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

14 Version control

Date of last review of this policy	Sept 2023
Date for next review of this policy	September 2024
Policy owner (CSLT)	Senior Deputy
Policy owner (Board of Governors)	Dame Francine Holroyd