



Policy Statement for Additional and Special Educational Needs

Reviewed by CB in may 2019 | Next Review Date: May 2020

This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club

Guiding Principles

1. This policy has been formulated with regard to 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.
2. Abberley Hall encourages the all-round development of each individual within a caring community. The development of self-esteem and social confidence is promoted by achievement in lessons, games and extra-curricular activities, enabling each pupil to extend his or her potential.
3. We aim to ensure that individual pupils who have Special Educational Needs are enabled to participate as fully as possible in all aspects of school life. (At Abberley Hall a Special Educational Need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.)
4. All pupils are entitled to access the full school curriculum and to take part in every aspect of school life. The only exception to this is when there is a specified modification or disapplication outlined in a pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan) or if, after consultation and agreement with both parent and child, an agreement has been made to remove a student from a particular subject.

Terms:

5. SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has significantly greater difficulty in learning than the majority of others 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.*
6. Taken from 2014 SEN Code of Practice: 0-25 Years-Introduction xiii and xiv.
7. AN refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could include a social need.
8. SEND is a broader term that refers to an additional or a special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Aims and Objectives

9. To recognise each pupil as an individual learner.
10. To identify at the earliest possible opportunity, any barriers to learning and participation that a pupil may be experiencing.
11. To provide individual pupils with appropriate support, remediation and guidance as required.
12. To monitor the progress of students who have been identified as needing learning support, keeping that progress under continuous review.
13. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
14. To ensure that every pupil participates in lessons fully and effectively.
15. To ensure that every pupil is able to take pride in personal achievement.
16. To work in partnership with parents.
17. To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy statement for ASEN.
18. To work closely with external support agencies where appropriate, to support the needs of specific pupils.
19. To ensure that all staff, both in the pre-prep and main school have access to training and advice to support quality teaching and learning for *all pupils*.
20. To be aware that SEND students may be particularly at risk with regard to safeguarding issues and ensure appropriate vigilance.
21. To be aware that SEND students may be particularly at risk from bullying and ensure appropriate vigilance.

Responsibility for the Co-ordination of SEND Provision

22. The Special Needs Co-ordinator (SENDCo), in collaboration with the Headmaster (Mr Will Lockett) and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers and other agencies. The SENDCo also offers professional guidance to colleagues to secure high quality teaching for pupils with SEN. Catherine Beaumont (Specialist



qualifications: BA (Hons) Linguistics; PGCE; TESOL; OCR Dip SpLD) currently holds this post. Her responsibilities include:

- a. Co-ordinating SEN provision throughout the pre-prep and main school.
- b. Providing or co-ordinating assessment of pupils to identify specific educational needs.
- c. Ensuring that all practitioners understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN provision.
- d. Liaising with other staff members, including academic, pastoral, and medical, about individual pupil's needs and the support required.
- e. Assessing children on entry to the school as necessary.
- f. Acting as an advocate for SEN students, to ensure that they have a voice in determining the path of their education.
- g. Liaising closely with parents when a child has a special educational need and encouraging partnership between home and school. This includes obtaining parental permission before any assessment beyond normal school practice is undertaken and before any programme of specialist tuition is begun.
- h. Ensuring that all necessary access arrangements for exams are in place.
- i. Liaising with senior schools to ensure pupils and parents are able to make well informed choices about which school to move on to, and to achieve a smooth transition.
- j. Liaising as required with outside agencies and professionals.
- k. Keeping up to date records of pupils' individual assessments and needs.
- l. Taking responsibility for the implementation and administration of Education and Health Care Plans (EHCPs).
- m. Providing information and training to staff about specific learning difficulties and how children with special needs may be helped, both in and out of the classroom.

23. The Headmaster (Mr Will Lockett) has responsibility for the day-to-day management of all aspects of the school's work and Mrs Vanessa Beer (Head of Teaching and Learning) is the senior line manager who liaises between the Headmaster and the SENDCo.

24. The duties of the Governing Body are set out in the SEN Code of Practice, November 2001, Section 1:21. SEN Governor for Abberley Hall is Mrs Catharine Hope.

Assessment and Identification of Pupils with SEN

25. The usual procedures for identifying Special Educational Needs are set out below. In addition, all children undergo assessments supervised by the SENDCo before entry to the Main School or at any time during their school career if requested by staff or parents.



Whole year testing

26. In pre-prep all children take part in LUCID Rapid Dyslexia Screening in order to screen early for students who may have dyslexic tendencies.
27. Standard assessments are given early in the Autumn Term to all children in the main school.
28. Prior to joining Form 1, pupils are given a group of assessments to obtain baseline scores. The following combination of tests is used for this:
- Single word reading (*Nelson*)
 - Spelling Age (*Vernon*)
 - Maths (*Abberley Mathematics Assessment*, updated by Head of Maths & Head of Learning Support in 2012)
 - Free writing (*timed writing assessment to give w.p.m. + error rate*)
 - Pupils whose scores on any of these tests indicate a specific difficulty will, with parental permission, be given a more detailed assessment by the SENDCo.

Individual Assessment

29. The Learning Support tutors are all qualified in assessing for Specific Learning Difficulties. Children who receive regular Learning Support are tested annually using, as a minimum, the following tests:
30. **WRAT 4**
- Single word spelling
 - Single word reading
 - Reading: sentence comprehension
31. The following assessment tools are also available within the school and are used regularly as appropriate:
- Neale or Edinburgh Reading Test**-Reading and comprehension
 - Phonological Abilities Test- (PhAB)** Phonological processing ability
 - Comprehensive Test of Phonological processing (CTOPP)**- Phonological processing ability (suitable for older students)
 - Digit Span Test-** (Dyslexia Institute) Short-term and working memory
 - Wide Range Intelligence Test (WRIT)**-Tests Visual and Verbal abilities
 - DASH-** Detailed Assessment of Speed of Handwriting
 - Dyspraxia Assessment Checklist-** (Portwood)
 - Wide Range Assessment of memory and Learning (WRAML2-)** Memory assessment.
32. Classroom observations and staff/ parental and student questionnaires can also be used to provide further information.
- 33.



Identification, Assessment and Review

34. The school follows the SEND *Code of Practice 2014:0-25 years* graduated approach with regard to the identification, assessment and review of pupils with SEN. The four key actions are:

- a. **Assess:** After staff or a screening procedure have raised concern, a thorough assessment is carried out by either the SENCo or an external professional before a child is identified as needing SEN support.
- b. **Plan:** Parents are notified and their permission sought whenever it is decided that a pupil is to be provided with SEN support.
- c. **Do:** A specific Learning Support tutor is allocated to the child by the SENCo and the number of weekly lessons to be delivered by that tutor is agreed with the parents. The work undertaken in those lessons is determined by the initial assessment and subsequent reviews.
- d. **Review:** The effectiveness of the support is reviewed annually, normally via the WRAT 4 single word reading, single word spelling and sentence comprehension assessments and also termly via assessment of the outcomes of the individual *SMART targets*.

Referral of Mental health Issues

35. Clearly there is an overlap with mental health issues and AN (Additional Needs), due to the fact that a mental health disorder is likely to present a significant barrier to learning. Staff are therefore aware that if they have any concerns about the mental health of a student, they should bring those concerns promptly to the attention of the head of year, DSL or SENCo. It is then the responsibility of that person to liaise with the school counsellor, pastoral tutor, parents/carers and head teacher to make sure that an appropriate course of action is followed and consider whether an outside agency such as CAMHS needs to be involved. Please see Pupil Mental Health and Wellbeing Policy for further information.

AN/SEN Register

36. Pupils who have been identified as failing to make expected progress are placed on an 'Additional Needs' (AN) register and parents are consulted about the possibility of further assessment and investigation.

37. If, as a result of further investigation a child is formally identified as having a 'Special Educational Need' (SEN) or a 'Special Educational Need and Disability' (SEND), they are placed on the SEN register. This register is available to all staff electronically on the shared area of the school computer network.

38. If any child continues to fail to make expected progress having been placed on the SEN register, a decision may be made to request formal assessment for an EHC Plan



(Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (see previous section), covering at least two terms.

Record Keeping and Dissemination of information amongst staff.

39. The department maintains careful records of teaching and of assessment results and the Head of Department liaises regularly with individual Learning Support tutors about pupils' progress. Tutors keep a file for each of their pupils. If pupils have EHCPs, the Head of Department liaises with all relevant staff and keeps appropriate records.

40. Each pupil has an Individual Education Plan (IEP) prepared by the tutor and this is updated annually or more often if required. Teaching staff have access to these IEPs on the electronic HUB system. After obtaining parental permission, the SENCo puts together a synopsis of any new reports from Educational Psychologists and makes staff aware of their contents during a staff meeting. These synopses are available to staff electronically on Sharepoint. Staff are able to see full EP reports upon request to the SENCo.

41. Also available to staff on the shared drive is the SEND & AN register for the whole school, broken down into year groups.

Facilities for Pupils with SEN

42. The Learning Support Department currently has 4 small teaching rooms, each equipped with a computer. There is a departmental bank of resources which includes teaching aids, games and software, plus assessment materials and academic reference books. There is also a Conference Room where meetings take place and where external professionals meet children.

43. The school is a building with many steps and stairs, spread over a large site. There is however a lift to enable access to The Learning Support Department as well as a disabled toilet.

Roles and Responsibilities of Staff

44. The school has a system whereby any member of staff can raise concerns about individual children with the SENCo and there are regular weekly times set aside for this to happen, during both whole school staff meetings and subject specific department meetings.

45. The SEND Code of Practice says that every teacher is a teacher of SEN. Accordingly, pupils receive a differentiated curriculum as appropriate and staff are expected to use their professional expertise to ensure that their teaching delivers this requirement.

Partnership with Parents



46. Parents are involved throughout the assessment process and are approached initially either by either the SENDCo, the Head Teacher, or by the child's form/subject teacher, as soon as we feel there may be a barrier to learning.

47. Parental permission is sought before any formal assessment takes place. The results of the assessment are then discussed, and if specific needs are identified, parental permission is obtained before individual tuition begins. Ongoing contact is encouraged and individual tutors liaise directly with the parents of their pupils on an ongoing basis, either in person, by phone or via email. There are also regular opportunities for more formal contact with parents, as follows:

- a. Termly Learning Support Parent's Meetings, held on the Friday morning of an exeat weekend, where both the SENDCo and LS tutors are present.
- b. The SENDCo attends the Parent's Meetings for each year group.
- c. A Learning Support report is included when pupil's end of term reports are written.

The Individual Child

48. The Learning Support Department recognises the importance of each child's whole experience in school, from Pre-prep through to Top Year:

- a. It aims to help to make that experience as pupil centred as possible.
- b. Individual specialist tuition involves regular liaison with teaching staff (especially the form tutor) and also pastoral and medical staff.
- c. Individual tutors help to give their students a voice which is heard by the whole school.
- d. Learning support sessions aim to improve each pupil's overall confidence as specific academic difficulties are addressed and individual achievement enhanced.
- e. In the upper forms especially, pupils are encouraged to become proactive students and to take responsibility for their own methods of learning.

Broad areas of Special Educational Need Experienced in Abberley Hall

49. ***Communication and Interaction***, including:

- a. SLCN (Speech, Language and Communication Needs)
- b. ASD (Autism Spectrum Disorder)

50. ***Cognition and Learning***. SpLD (Specific learning difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

51. ***Social, Emotional and mental Health Difficulties***, including:

- a. Wide range of difficulties that manifest themselves in various ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- b. ADD (Attention Deficit Disorder)



- c. ADHD(Attention Deficit Hyperactive Disorder)
- d. Attachment Disorder

52. Sensory and /or Physical Needs, including:

- a. Vision Impairment
- b. Hearing Impairment
- c. Physical Disability

53. Links with Other Professionals

- a. The school has close links with the local Educational psychologist, Tonia Peters
- b. The speech therapist Amanda Fox comes into school regularly to do assessments and follow up work.
- c. The counsellor Susanna Loveridge comes into school on a weekly basis to work with children experiencing social, emotional and health difficulties and to offer advice to staff.
- d. Referrals are also made regularly to the local optometrist, Derek Styles.
- e. The services of occupational therapists etc are sourced as necessary.
- f. The SENCo liaises with Social Services Departments and other relevant professionals when a child has an EHCP.

Medical Conditions

54. The school supports students with medical conditions such as diabetes, under the guidance of the Medical Matron, Mrs Fiona Mackay.

The Local Offer

55. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in the Worcester area and how to access them. It includes provision from birth to 25, across education, health and social care.

56. Details of Worcestershire's Local Offer can be found on the website at:
<https://worcestershirelocaloffer.org.uk>

Funding of Learning Support Lessons

57. Parents are charged £20 per one-to-one 30minute LS lesson. Students normally have one or two lessons per week (depending on level of need) or very occasionally three.

Complaints Procedure

58. If parents or staff members have a complaint, this should be discussed in the first instance with the SENDCo, Catherine Beaumont. If the matter cannot be resolved, the Headmaster should be contacted. In some circumstances the Governor with responsibility



for SEN, Mrs Catharine Hope, may then become involved. All complaints are taken seriously.

The Board of Governors will be monitoring compliance with this policy.

**Signed: Original Signed
The Chair of Governors
James Tanner**

Date: 1 September 2017

**Signed: Original Signed
Headmaster
Mr Will Lockett**

Date: 1 September 2017

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