



# FRANCIS HOLLAND SCHOOL

## SLOANE SQUARE

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| <b>Name of Policy</b>                               | <b>Learning Needs</b>  |
| <b>Author</b>                                       | Head of Learning Support   |
| <b>Committee for Review &amp; Approval</b>          | Education  |
| <b>Date of Last Revision</b>                        | November 2015  |
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| <b>Date of Next Committee Review &amp; Approval</b> | September 2017   |
| <b>Date of Next Council Approval</b>                | October 2017   |
| <b>Regulation Number</b>                            | Part 1 2.(1)(b)(i), Part 6 (3)(b), EYFS 3.67   |
| <b>Regulation Description</b>                       | Written policy relating to the provision and welfare of pupils with special educational needs including those with Education, Health and Care plans and pupils for whom English is an additional language. This policy has been written with reference to the following guidance and documents:<br>Equality Act 2010: advice for schools DfE Feb 2013<br>SEND Code of Practice 0 – 25 years September 2014 |

### **Availability of this document:**

Copies of this document may be downloaded from our website <http://www.fhs-sw1.org.uk>, Firefly, or are available on the school request from the school office, Francis Holland School, 39 Graham Terrace, London SW1W 8JF

## Learning Needs

This policy refers to all pupils on roll from EYFS to Year 13 (ages 4-18).

### 1. Aims and Objectives

- To ensure that the school has a strong sense of community and that the contribution of every member is valued;
- That each pupil is known and valued as a unique individual whose personal success and development are of prime importance;
- That all staff have regard to the needs of the individuals within the school;
- That there is effective communication between parents and the school;
- That all children who are accepted into FHS follow a broad and balanced curriculum, differentiated according to personal and educational requirements (refer to individual departmental handbooks).

### 2. Admission

The school considers pupils for admission on the basis of academic potential, taking into account special educational needs at the discretion of the Headmistress. The Headmistress will consider specific cases that arise in light of practical limitations and use her discretion to review each case.

The school will be guided by joint Council for Qualifications (JCQ) guidelines with respect to access arrangements. We will work with parents and the candidate's current school in order to make reasonable adjustments to our admissions procedure for any candidate with a special need and for whom there is appropriate evidence of need and normal way of working.

The school is committed to ensuring that girls with special educational needs and/or a disability experience equal opportunities within the School and that they benefit as fully as possible from their education. We use the principles as detailed in The Special Educational Needs Code of Practice (2014) and the Equality Act (2010) as appropriate for our school.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

### 3. Identification of Special Educational Needs

Pupils with special educational needs and/or disabilities are identified in one or more of the following ways:

- From information received from the feeder or previous school;
- From the use of a range of screening and assessment tests administered in school;
- From information from pupils and/or parents, including reports from independent Educational Psychologists;
- Via referrals from a member of staff who expresses concern about an individual pupil.

The Learning Support Department screens girls to identify potential indications of a specific learning difficulty and processes referrals from staff and parents. Initial assessment is carried out in school and, where necessary, girls are referred to outside specialist practitioners. The

department also manages special access examination arrangements for internal and public examinations.

Learning support lessons are given on an individual basis or in small groups outside the classroom. In the Junior School intervention focuses on developing literacy and numeracy skills, either in the classroom or outside. In the Senior School lessons focus on teaching effective study skills to suit each individual's learning style: note taking, essay-writing, reading assignments, revision and organisation. Lessons aim to promote active learning and to enhance self-esteem. There is no additional charge for these lessons.

#### **4. Monitoring and Reviewing**

The school recognises the recommended approach of Assess-Plan-Do-Review, as set out in the Code of Practice (DfE 2014).

All teaching staff have access to advice and recommendations for pupils on the Learning Support register and have a role to play in monitoring the performance and progress of these pupils.

Progress may be measured in a variety of ways including:

- Closing the attainment gap between the pupil and her peers;
- Preventing this attainment gap from growing wider;
- Improvement in the pupil's self-esteem;
- Achievement of Individual Education Plan targets (Junior School);
- Improvement of the pupil's previous rate of progress;
- Formal subject reports and examination results.

##### **(a) Monitoring and Review in the Junior School**

- The school does not encourage formal testing for Special Needs for very young children though recognises that some very young children may exhibit specific learning difficulties for which additional and/or specialist support is appropriate.
- In Reception all pupils are screened using the PiPs baseline in September which is then completed at the end of the year. The results are not routinely shared with parents or pupils but the school will move to STAGE ONE of our procedures if concerns emerge as a result of the testing.
- Standardised tests are used in Y1 – 6 to monitor progress: NGRT, SWST, NFER and CATs.
- A Dyslexia screening programme is used in Year 3 (and any new girls in the Juniors complete this with Year 3).
- If parents agree, a member of the Learning Support Department may carry out further assessments to identify possible specific learning difficulties. If concerns remain, the school or Learning Support Department may advise parents to seek an Educational Psychologist's assessment for a comprehensive view of their child's strengths and difficulties.

##### **(b) Monitoring and review in the Senior School**

- Some pupils enter the Senior School having already been identified as having a Special Educational Need. These girls' names are entered on the Learning Needs Register and their progress is carefully monitored, using support from outside agencies as appropriate. Other pupils may be identified during the course of their time in school.
- At FHS we use MidYIS, Yellis and ALIS baseline tests which are designed to measure ability and aptitude for learning. Test results can be used to identify pupils' strengths and weaknesses and to identify gifted pupils and pupils with additional learning needs.

- Year 7 screening is conducted in September by the English department in conjunction with the Learning Support department. Assessment includes an extended piece of free writing.

## **School Procedures**

### **Stage One Response**

Initial concern regarding a pupil may be expressed in response to screening, an observation from a teacher, Form Tutor, a parent or another concerned professional.

This concern is registered with both the staff in the Learning Support Department and the relevant Head of Section.

The Head of Section/Learning Needs Co-ordinator gather information and evidence from those who teach the pupil. The Learning Needs Co-ordinator makes an initial assessment and discusses this with relevant staff. One of the following three courses of action is agreed upon, with parents being informed if appropriate.

1. A decision is made that no special educational help is thought to be needed at this time. The pupil is kept under review (normally termly).
2. Some support within the normal classroom is thought to be appropriate. The Learning Needs Co-ordinator draws up guidance and advises teaching staff accordingly. The student will be placed on the Learning Needs Register (Blue Star – Monitor) and parents will be informed regarding additional guidance given.
3. A decision is made that further advice and support is clearly needed. The pupil is moved to Stage Two of the procedure.

### **Stage Two**

A pupil may reach this stage in one of two ways:

- Following a Stage One procedure;
- When a serious concern is expressed by a teacher or parent or in a report from an outside expert and prompt action is necessary.

One of the following two courses of action is agreed upon in consultation with parents:

1. Following parental permission, an initial assessment will be carried out by the Learning Support Department and/or a referral will be made for further assessment. If an external assessment has been carried out, a Pupil Assessment Summary will be drawn up by the Learning Needs Co-ordinator and made available to all staff. Additional educational provision (beyond the classroom) will be put in place and the student will be placed on the Learning Needs Register (Yellow Star – Assessment and Support). Any programme of additional support will reflect the advice received from outside experts. The Learning Needs Co-ordinator will advise staff of the programme and provide any appropriate guidance. Progress will be monitored on a termly basis. The programme of support will continue with adjustments as appropriate until other action is deemed to be appropriate.
2. Some pupils may have been assessed by an external specialist and have a report detailing their strengths and difficulties but may not require additional support outside of the classroom. In this case, the student will be placed on the Learning Needs Register (Grey Star – Assessment) and will continue to be monitored. All teaching staff will be advised

accordingly. A Pupil Assessment Summary will be drawn up by the Learning Needs Co-ordinator and made available to all staff.

### **The Learning Needs Register**

Any pupils with an identified SEND (special educational need or disability) are placed on the School's Learning Support Register, which is made available to all teaching staff on iSAMS.

All pupils who have been assessed by an Educational Psychologist/Specialist Teacher and who have a diagnosed SEND (Special Educational Need or Disability) have an individual Pupil Assessment Summary (PAS). The Pupil Assessment Summary reflects the advice in the external assessment and outlines the pupil's areas of need, relative strengths and weaknesses and gives recommendations to teaching staff.

In addition, a pupil in the Senior School may have a Learning Support Pupil Profile, which gives further advice and strategies on how best to support the pupil in school.

In the Junior School, a pupil may have an Individual Education Plan (IEP) which sets out 'SMART' (Specific, Measurable, Attainable, relevant and Timely) targets with a clear date for review.

The Pupil Assessment Summaries, Learning Support Pupil Profiles and Individual Education Plans are made available to all teaching staff via the shared area in the Learning Support Folder and are regularly reviewed and updated. It is the responsibility of the teaching staff to make use of this advice to inform their planning, teaching and report writing.

Francis Holland uses the following categories for recording pupils with SEND on the iSAMS system:

#### **Blue Star – Monitor**

An initial concern has been expressed in response to screening, an observation from a teacher, Form Tutor, parent or other concerned professional. The concern has been discussed with the Learning Support Department staff. Parents are informed and the pupil is either:

- 1) Kept under termly review;
- 2) Given some additional support within the classroom setting;
- 3) Referred for further advice and support or assessment.

This is referred to in the policy as a 'Stage 1 response'.

#### **Grey Star – Assessment on File**

The pupil has a formal assessment of SEND, carried out by an Educational Psychologist or Specialist Teacher. The pupil does not at present require any additional teaching support from the Learning Support Department but benefits from the use of appropriate strategies and resources within the classroom. The pupil continues to be carefully monitored.

The pupil will have a Pupil Assessment Summary.

#### **Yellow Star – Assessment & Support**

The pupil has a formal assessment of SEND, carried out by an Educational Psychologist or Specialist Teacher. The pupil will currently be receiving some additional support from the Learning Support Department. The pupil will also benefit from the use of appropriate strategies and resources within the classroom. The pupil will have a Pupil Assessment Summary and may also have a Learning Support Pupil Profile (Senior School) or Individual Education Plan (Junior School).

#### **Red Star – Education, Health and Care plan.**

The pupil has an Education, Health and Care plan (EHCP).

All EHCPs are reviewed annually with the parents, the pupil, the LEA and the school. Part of the review will consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

### **Access Arrangements for Examinations**

The school follows the exams procedures and guidelines as set out by the Joint Council for Qualifications (JCQ). Where appropriate, and only if the requisite criteria are fulfilled, pupils are given access arrangements for examinations (11+, GCSE, AS, A Level). Access arrangements may include modified papers, use of a laptop or additional time. The Head of Learning Needs will liaise with the School Examinations officer to ensure the correct procedures are followed.

### **Support offered at Francis Holland**

Support for students is offered as a graduated response and may include:

- In-class support offered by the subject teacher within the lessons. This may include the provision of differentiated work, where appropriate.
- In-class support provided by a Teaching Assistant. This may include the provision of differentiated work, where appropriate.
- Subject surgeries where individual help or support for a small number of pupils may be provided, particularly during the run up to examinations.
- Advice regarding study skills as part of the PSHE programme and on a 1:1 or small group basis.
- Small group support on a withdrawal basis.
- Individual withdrawal from lessons to receive 1:1 support.

### **Timetabling Learning Support Lessons**

FHS is committed to the inclusion of all pupils within the classroom as far as is possible. In the Senior School every effort is made to schedule learning support during lunch break, before or after school or during private study periods. However some pupils may be withdrawn from lessons to receive 1:1 support if this is thought to be appropriate.

### **EAL Provision**

At FHS we have a number of pupils for whom English is an additional language. Pupils for whom English is an additional language (EAL) are those pupils who may use one or more language other than English in their everyday lives and in particular their family lives.

The school aims to enable pupils to become fully fluent in their use of spoken and written English. Most EAL pupils needing additional support do not have special educational needs. However, EAL pupils who do have special educational needs will have equal access to the support provided by the Learning Support department. Similarly, Francis Holland School recognises that there may be EAL pupils who are gifted or talented even though they may not currently be fully fluent in English. A supportive classroom environment aims to promote language learning as well as content learning.

EAL pupils are categorised on the EAL register according to their level of need:

- 1. Independent EAL learners** - girls whose first language is a language other than English but who are sufficiently fluent in English that it is not a barrier to their learning.
- 2. EAL learners who may require some support** - girls whose first language is a language other than English and who need some support in vocabulary or grammar. These pupils

may require support within the classroom in order to help them reach their academic potential.

- 3. Profound EAL learners** - girls whose academic progress is severely hampered by a lack of fluency in English. These pupils have limited skills in vocabulary and grammar and lack confidence in their ability to communicate. These girls may require additional support beyond the classroom.

### **Working alongside parents**

Parents are involved in all stages of identification, assessment, provision and review. Following assessment, parents are contacted with recommendations from the Learning Support Department. On a more informal basis, parents are encouraged to contact staff in the Learning Support Department by phone or e-mail if they have any concerns.

### **Transition**

Transition meetings take place during the summer term between the Heads of Section, Year 6 staff and staff in the Learning Support Department. All relevant paperwork is handed over (for example, Educational Psychologist reports). This ensures that continuity of support is maintained across the school.

In the case of SEND pupils coming to FHS in Year 7 and above from other schools, the Learning Support Co-ordinator of the Senior School and Head of Section should receive relevant information either from the previous school or directly from the pupil's parents. This information will be disseminated as required to all relevant staff.

### **External Specialists**

The Learning Support Department maintains a list of suggested Educational Psychologists and other professionals to whom parents may take their children for assessments or additional support.