FHS
Francis Holland Schools

# Learning Needs Policy

## Table of Contents


1. Policy Statement ..... 3
2. Aims of this Policy ..... 4
3. Equality Impact Statement ..... 4
4. Admission Arrangements ..... 4
5. Identification of Special Education Needs and Referrals for Assessment ..... 5
6. Pupil Referral ..... 5
7. The Learning Needs' Register ..... 6
8. Access Arrangements for Examinations ..... 6
9. Quality First Teaching ..... 6
10. SENDCo ..... 6
11. Supporting Pupils at School with Medical Conditions ..... 7
12. Training and Resources ..... 7
13. English as an Additional Language (EAL) Provision ..... 7
14. Working in Partnership with Parents and Pupils ..... 8
15. Storing and Managing Information ..... 8
16. Accessibility ..... 8
17. Review ..... 8

Appendix 1: Learning Needs at Francis Holland Regent's Park ..... 9

Appendix 2: Learning Needs at Francis Holland Sloane Square ..... 13

Appendix 3: Learning Needs at Francis Holland Prep ..... 18

# Learning Needs Policy

**This policy applies to:**
**Francis Holland Regent's Park**
**Francis Holland Sloane Square**
**Francis Holland Prep**
Where there are differences between the schools these have been clearly highlighted.

## Related Policies:

Accessibility Plans
English as an Additional Language (EAL) Policy
Exams: Equality Policy
Exams: Word processor Policy
Safeguarding and Child Protection Policy
Online Safety Policy
Data Protection Policy

## 1. Policy Statement

The Trust uses the definition and principles as detailed in The Special Educational Needs and Disability Code of Practice (2015) and the Equality Act (2010) as appropriate for our Schools.

*'Disability has a broad meaning. It is defined as "a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on the ability to carry out normal day-to-day activities".'* (The Equality Act 2010).

This covers significant diagnosed conditions which persist for longer than 12 months, and impact day-to-day living.

*'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 them.'* (SEND Code of Practice 2015).

Francis Holland Schools (FHS) are committed to ensuring that pupils with special educational needs and/or a disability experience equal opportunities within the school. These pupils include those who may have a diagnosed or undiagnosed special educational need, learning difficulty or disability, those who require help with study skills, some of those for whom English is an additional language and those who have exceptional talents. It also includes those who may have particular medical or emotional/psychiatric problems. Any of these special needs may arise at any stage in a pupil's educational career.

Provision for children with special educational needs and/or a disability (SEND) is a matter for the whole school. In addition to the members of the Learning Support Departments, all members of staff have important day-to-day responsibilities.

*'Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from Teaching assistants or specialist staff.'* (SEND Code of Practice 2015).

The Trust is also aware that children with Special Educational Needs or Disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Barriers can exist when recognising abuse and neglect in children with SEND. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

## 2. Aims of this Policy

- To identify, at the earliest opportunity, any pupil with SEND and ensure that their needs are met;
- To address the learning needs of the pupils, and to enable them to gain access to a broad and balanced curriculum;
- To identify, support and monitor the progress of those pupils with special needs;
- To assist pupils to overcome difficulties and develop their full potential;
- To develop self-esteem;
- To disseminate information about pupils who have been identified as having special needs so that classroom teaching and pastoral care may be enhanced;
- To support the development of staff skills, confidence and expertise to meet the needs of pupils with SEND;
- To ensure that all staff know and understand the learning profiles of individual pupils and use them to inform adjustments to day-to-day teaching and targeted interventions;
- To ensure that there is ongoing and effective communication with pupils, parents and carers;
- To continually reflect on current research regarding new approaches or strategies to meet a pupil's special needs;
- This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, 2015.

## 3. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We will do this through regular monitoring and evaluation of our policies. On review we will assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended because of this assessment.

## 4. Admission Arrangements

Francis Holland Schools consider pupils for admission on the basis of academic potential, taking into account special educational needs at the discretion of the Head of the School applied to. The Head will consider specific cases that arise in light of practical limitations and use their discretion to review each case. Places are offered to pupils with specific learning difficulties and/or a disability (SEND) who meet our entry requirements and where, in our judgement, the school can provide appropriate support for their learning needs.

Information is sought from parents on pupils joining the school regarding possible SEND and reasonable adjustments during the application stages with Admissions, during the pre-entry transition

meeting with the school, and through submission of relevant documentation and reports. The school cannot be held accountable for not meeting the needs of a pupil if these are not disclosed to the school.

The school will be guided by JCQ guidelines with respect to access arrangements. The school will work with parents and the candidate's current school 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 pupils 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. The school use the principles as detailed in The Special Educational Needs and Disabilities Code of Practice (2015) 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.

## 5. Identification of Special Education Needs and Referrals for Assessment

Pupils may be identified as requiring having special educational needs and/or disabilities in the following ways:

- Information received or concerns expressed by parents;
- Information from previous schools;
- In-house screening;
- Pupil monitoring;
- Analysis of examination performance;
- Pupil self-referral
- Concern expressed by staff.

## 6. Pupil Referral

When concerns are raised, regarding an unidentified special need, parents will be contacted and informed. Further assessment and monitoring will be discussed in partnership.

FHS welcome pupil/parental enquiries regarding assessment, however, evidence must exist in school to support any request for assessment and/or applications for reasonable adjustments, such as exam access arrangements, before the school proceeds. Assessment is undertaken when a pupil is presenting with difficulties in school and there may be a need for reasonable adjustments.

If parents are considering an assessment outside of school, to identify a possible learning difficulty which may require reasonable adjustments in school, then it is essential that the school is involved as part of the assessment process. It is not possible to use evidence provided by externally commissioned Educational Psychologists for reasonable adjustments such as exam access arrangements unless they have an established relationship with the school. In some cases, school evidence is an essential criterion for confirming a diagnosis (e.g. ADHD) and assessments carried out without the school's input may not be able to be used for the purposes of reasonable adjustments in school. The school is under no obligation to accept an assessment/diagnosis undertaken outside school, without the school's involvement.

For further information on exam access arrangements, see the 'Examinations Access Arrangements' policy.

## 7. The Learning Needs' Register

Any pupils with identified special educational needs and/or disabilities are placed on the School's Learning Support Register along with details of the provision that has been made for them. This is made available to all teaching staff via the school data management systems. This includes the pupil's broad area/s of need as well as a description of any specific areas of need identified including recommendations on how to meet the pupil's needs.

## 8. Access Arrangements for Examinations

The school follows the exams procedures and guidelines as set out by the Joint Council for Qualifications (JCQ) and Cambridge Assessment International. Where appropriate, and only if the requisite criteria are fulfilled, pupils are given access arrangements for examinations (11+, GCSE/IGCSE, Pre-U, A Level). Access arrangements may include modified papers, use of a laptop, rest breaks or additional time.

## 9. Quality First Teaching

Teaching staff are expected to provide high quality, adaptive teaching which meets the needs of all the pupils in their classroom. Teachers are provided with information on individual pupil profiles and any teaching strategies to support them via the school information management systems. In line with the SEND code of practice, pupils are monitored in the classroom as standard practice. To this end, teaching staff are responsible and accountable for:

- Accessing all available information for their classes and groups to ensure they are fully aware of the needs of pupils on the Learning Support Register;
- Anticipating potential barriers to learning and planning to ensure the strengths and needs are catered for in order to ensure access and learning;
- Understanding the wide range of factors which can impact pupil learning and strategies to overcome these;
- Planning provision to ensure pupils with SEND are able to access the full curriculum of activities alongside their peers, so far as is reasonably practical and does not negatively impact the education of the pupils with whom they are educated;
- Monitoring and reviewing the progress pupils make through lessons and interventions at regular intervals whilst liaising with all key stakeholders;
- Identifying pupils whose difficulties persist despite quality first teaching and seeking further guidance within the school/from specialist practitioners;
- Creating a learning environment which builds on strengths and promotes positive achievements;
- Working with the SENDCo to provide information/evidence of "normal way of working" to create a picture of need for the purposes of Access Arrangements where appropriate;
- To undergo relevant training to support all learners to progress.

## 10. SENDCo

The SENDCo plays a vital strategic role, ensuring the implementation and development of the Learning Needs Policy to raise the achievements of pupils with SEND. They will oversee the provision for pupils with SEND by liaising with teachers, tutors, Heads of Section, parents, external specialists and others where appropriate.

In keeping with the Special Educational Needs and Disability Regulations 2014, the key responsibilities of the SENDCo include:

- In relation to each of the registered pupils who the SENDCo considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable;

- Overseeing the day-to-day operation of the school's Learning Needs and associated policies policy.
- Communicating with and advising fellow staff on matters linked with SEND;
- Monitoring the effectiveness of any special education provision made;
- Managing staff who provide additional out of class support or assessment for those pupils with or with suspected SEND, advising where appropriate about adaptive teaching methods appropriate for individual pupils with special educational needs;
- Coordinating and managing additional provision for pupils with SEND;
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Advising on the planning and delivery of exam access arrangements for internal and external examinations, in line with external regulations;
- Ensuring that pupil profiles are up to date and available;
- Ensuring effective record keeping for all matters involving SEND;
- Reading external specialist reports and implementing individual provision as necessary;
- Liaising and creating strong working relationships with parents of pupils with SEND;
- Overseeing and providing training to staff, using outside providers where appropriate;
- Liaising with external agencies and Educational Psychologists. Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is shared with the appropriate authority/school/institution.

## 11. Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 conditions may also have special educational needs and where this is the case the school will comply with the SEND Code of Practice 0 – 25 (2015).

## 12. Training and Resources

We make every effort to ensure that staff at Francis Holland Schools are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEN and/or disabilities.

Some students with an Education, Health and Care plan may receive additional funding (top up funding) to have their additional needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

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. In addition, we audit staff training needs in relation to special educational needs on an annual basis to inform the continued professional development schedule for the academic year.

The SENDCo attends network meetings, conferences and professional body meetings.

## 13. English as an Additional Language (EAL) Provision

Details of the EAL provision across the Trust can be found in the English as an Additional Language policy.

## 14. Working in Partnership with Parents and Pupils

When working to support pupils with SEND parents and guardians will be treated as partners and will be involved with clear opportunity to provide insight, feedback and guidance. They will be involved in all decision making as the school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

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

Pupils can provide a unique and essential insight to their own needs and learning. Their views will be sought to ensure they receive the support which works best for them. Pupils will be encouraged to participate in decision making and creation of their provision. This includes planning around learning profiles, extra support and exam access arrangements.

## 15. Storing and Managing Information

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website

## 16. Accessibility

The Equality Act 2010 places a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

All Francis Holland Schools are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plans are available from the schools.

## 17. Review

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|---|---|
| Policy author/s | RP: Deputy Head Pastoral & Deputy Head Academic<br>SSq: Senior Deputy Head Pastoral & Deputy Head Academic<br>Prep: Deputy Head Academic & Head of Inclusion |
| This review | SLTs: Autumn 2026 |
| Approved by | Education Committee: Autumn 2026 |
| Date published | 9th November 2026 |
| Next Review | Autumn 2027 |

# Appendix 1: Learning Needs at Francis Holland Regent's Park

**AIMS AND OBJECTIVES**

- To implement and promote inclusive practice by addressing the learning needs of pupils and enabling them to access a broad and balanced curriculum;
- To ensure that learning support sessions are taught in collaboration with subject specialists and encourage curiosity, courage, and a love of learning;
- To support pupils to develop independence, self-esteem, and their knowledge of their preferred learning strategies;
- To promote British values in line with the school's moral ethos;
- The department also manages special access examination arrangements for internal and public examinations.

**ADMISSION ARRANGEMENTS**

The School advises parents of children with special educational needs to discuss their child's requirements with the school before they sit our entrance exam so that the school can make adequate provision for them. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements. The prep/primary school is asked for a letter confirming that access arrangements are the pupil's normal way of working in accordance with JCQ guidelines.

In the case of SEND pupils coming to Francis Holland Regent's Park, the Head of Learning Enhancement and the Head of Year should receive relevant information via the Registrar either from the previous school or directly from the pupil's parents. With parental permission, this information will be disseminated to staff and, if appropriate, the pupil will be included on the SEN Register.

**IDENTIFICATION OF SPECIAL EDUCATION NEEDS**

Pupils may be identified as requiring learning support or having special needs in the following ways:

- Information received or concerns expressed by parents;
- Information from previous schools;
- Staff referral form or email;
- In-house screening;
- Pupil monitoring in conjunction with Heads of Year;
- Analysis of examination performance;
- Concern expressed at staff briefings/meetings;
- Initial referral may be followed by an internal questionnaire to subject teachers to gather additional information. Parents and pupils will also be invited to complete questionnaires. Where necessary, pupils are referred to outside specialist practitioners.

If any member of staff has any concerns regarding a pupil, whether she is on the SEN register or not, they should pass the concern on to the Head of Learning Enhancement.

**THE LEARNING NEEDS REGISTER (SEN REGISTER)**

All pupils who have been assessed by an Educational Psychologist/Specialist Teacher and who have a diagnosed SEND (Special Educational Need or Disability), or Education Health and Care Plans (EHC) are placed on the SEN register on SharePoint. They 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. It is the responsibility of the teaching staff to make use of this summary to inform their planning, teaching and report writing.

**LEARNING ENHANCEMENT PROCEDURES**

| | | |
|---|---|---|
| * | Monitor | An initial concern has been expressed in response to screening, an observation from a teacher, Form Tutor, parent/guardian or other concerned professional. The pupil may have an educational psychologist or specialist assessor report but is not currently receiving any additional support other than that within the class setting. |
| * | SEN Support | A concern has been expressed in response to screening, an observation from a teacher, Form Tutor, parent/guardian or other concerned professional. The pupil may have an educational psychology or specialist assessor report and is currently receiving some additional support outside the class setting. |
| * | EHCP/Personalised Learning Plan | The pupil has an Education, Health and Care Plan (EHCP – prior to 2014 this was a 'Statement of Special Educational need') *OR* a Personalised Learning Plan (PLP).<br>The pupil may currently be receiving some additional support from the Learning Enhancement Department outside the class setting. The pupil will also benefit from the use of appropriate strategies and resources within the classroom. |

**SUPPORT OFFERED AT REGENT'S PARK**

The school is also able to offer some specialist support for learning difficulties such as dyslexia and will offer support to pupils with EHC plans. The school recognises that some children with special needs may have physical disabilities. Parents and prospective parents of disabled children can obtain copies of our school's accessibility plan and disability policy from the website. This shows the ways in which the school plans to make our buildings progressively more accessible to disabled pupils, parents, and visitors.

Staff should not treat pupils with SEND or EHC plans less favourably than their non-disabled peers and should make reasonable adjustments to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison with pupils who are not disabled.

**TIMETABLING LEARNING ENHANCEMENT LESSONS**

The School is committed to the inclusion of all pupils within the classroom as far as possible. 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. On occasions pupils may be withdrawn from lessons if they are having an educational assessment with our external assessor, Louise Green.

**MONITORING AND REVIEWING**

The school recognises the recommended approach of Assess-Plan-Do-Review, as set out in the Code of Practice (DfE 2015).

All teaching staff have access to advice and recommendations for pupils on the Learning Needs Register and SharePoint 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:

- Whole school monitoring/tracking including MidYIS, YELLIS and ALPS and screening tools such as the Dyslexia Screening Test and DASH 2;
- Internal and external tests and assessments;
- Formal subject reports and examination results;
- Closing the attainment gap between the pupil and her peers and/or preventing this attainment gap from growing wider;
- Improvement in the pupil's self-esteem;
- Improvement of the pupil's previous rate of progress;
- Progress against personalised targets;
- Progress against EHCP targets;
- Teacher feedback;
- Parental feedback;
- Pupil self-assessment in support lessons.

In the IIIrds all pupils participate in the Dyslexia Screening Test. This test is computer based and cannot 'diagnose' dyslexia but does indicate potential traits that may be associated with dyslexia. In addition, pupils in the IIIrds participate in the Detailed Assessment of Handwriting (Dash 2) test. This test provides information about handwriting speed, legibility and composition. Any concerns are raised with parents/guardians.

**RESPONSIBILITIES OF LEARNING ENHANCEMENT DEPARTMENT**

- Collating relevant information from previous schools, when available;
- Administering tests to screen for dyslexia, at appropriate stages in the school, and liaising with parents whose daughters may require further testing;
- Arrange further diagnostic testing with the visiting external assessor;
- Collecting evidence of need for Form 8, Form 8R and Form 9 from teaching staff and applying to JCQ for access arrangements for pupils with special needs and disabilities/medical requirements;
- On occasions, the SENDCo collects and collates relevant information from staff for pupils whose parents require supporting evidence for investigation into the possibility of neurodiverse conditions such as ADHD and Autism. This information is necessary to support a referral to their GP or CAMHS so their child can be assessed;
- Maintaining registers of pupils with special medical and learning difficulties of various kind;
- Offering guidance on classroom strategies for dealing with the identification of possible learning needs and appropriate teaching, including suggestions for the most able;
- Disseminating information received from psychologists' reports etc;
- Monitoring the progress of pupils at appropriate intervals;
- Liaising with parents;
- Liaising with subject staff, form staff and Heads of Year;
- Keeping appropriate records;
- Managing examination access arrangements for internal and public examinations;
- Advising pupils about the productive use of extra time in examinations;
- Offering individual support in study skills tailored to each pupil's individual needs to encourage and enable independence as well as offering advice and strategies to subject staff about the needs of individual pupils.

**RESPONSIBILITIES OF ACADEMIC STAFF**

Individual subject teachers are responsible for:

- Following the advice of the Learning Enhancement department and specialist reports;
- Building adaptations into their lessons, bearing in mind the needs of different pupils, including those with specific learning difficulties and the most able;
- Informing the Learning Enhancement department of any concerns.

**RESPONSIBILITIES OF PASTORAL STAFF**

Heads of Year, working with Form Staff, are responsible for:

- Ensuring that pupils with special medical and psychological/emotional needs receive suitable support;
- Ensuring that information about their condition is disseminated and advice followed;
- Liaising with parents and specialist agencies.

**ACCESS ARRANGEMENTS FOR EXAMINATIONS**

The Head of Learning Enhancement will liaise with the Heads of Year, the Deputy Head (Academic), and the School Examinations team to ensure that all pupils are given appropriate access arrangements for both internal and public examinations

**EXTERNAL SPECIALISTS**

Parents who are considering having their child externally assessed are requested to liaise with the school first. In relation to access arrangements, JCQ currently states that schools are not to accept reports from external specialists who do not have an ongoing working relationship with the school and who have not liaised with the Head of Learning Enhancement prior to carrying out the assessment.

## Appendix 2: Learning Needs at Francis Holland Sloane Square

**AIMS AND OBJECTIVES**

- To implement and promote inclusive practice throughout the school
- To ensure there are the highest expectations and aspirations for pupils with SEND, alongside all pupils in the school.
- To ensure that learning support sessions are taught in collaboration with subject specialists and encourage curiosity and a love of learning.
- To support pupils to develop independence, self-esteem and a growing awareness of how they learn.
- To promote British values, in line with the school's moral ethos.

**ADMISSION ARRANGEMENTS**

The School advises parents of children with special educational needs to share their child's requirements with the school prior to sitting our entrance exam so that reasonable adjustments can be made where appropriate. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request as well as a supporting letter from their current school's SENDCo. These requests may include an application for extra time, use of a word processor, or other special arrangements. If so, the current school's SENDCo letter must confirm that these arrangements are the pupil's normal way of working in accordance with JCQ guidelines.

There is no guarantee that adjustments in place at a child's previous school or agreed on for the entry assessment will be implemented on starting at the school; all exam access arrangements, including extra time and use of a word processor, are reviewed on entry. If a pupil requires examination adjustments after starting with us, these will be implemented once we are sure all JCQ and Cambridge International criteria for eligibility can be met. The Head of Learning Strategies (SENDCo) is available for further discussion on this at any stage of application.

In the case of SEND pupils coming to FHS, the SENDCo and the pastoral team should receive relevant information via the Registrar either from the previous school or directly from the pupil's parents. Parents will be given the opportunity to meet with the SENDCo prior to the child starting. With parental permission, this information will be disseminated to staff and, if appropriate, the pupil will be included on the Learning Needs Register.

**IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

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

The following assessments are available to help identify specific barriers and better understand a pupil's learning profile:

- MIDYIS, YELLIS and ALIS cognitive screening
- PASS attitude to learning questionnaire
- The Dyslexia Screener
- Visual Screener Questionnaire
- The Dyslexia Portfolio
- A full battery of Level 7 Specialist Assessor Assessments

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

**ASSESSMENT OF SEND AND ASSESSORS**

The school employs Specialist Teacher Assessors with Level 7 qualifications. The school also refers to external specialists who work closely with the school when necessary. The SENDCo will be able to advise on specialists for a variety of needs.

Where appropriate assessment of need can be undertaken in school with one of our specialist assessors. Following this, parents will receive feedback, details of reasonable adjustments and there is no additional charge. This will not be full diagnostic assessment report; however, the results of this assessment will suffice to complete the application for exam access arrangements, should the pupil qualify.

In some circumstances, a pupil may require an assessment from one of our approved assessors (for example, an Educational Psychologist) and this will be arranged in conjunction with the family. Assessments conducted by external assessors carry a charge and will usually include a full written report.

External assessments which are used as evidence for exam access arrangements must be carried out with a school referral to an Educational Psychologist they have a working relationship with. The referral constitutes a JCQ Form 8 Part 1, detailing evidence of need, and must be signed and dated prior to the assessment. Although all reports received from external specialists will be carefully considered when planning the provision for a child, assessments carried out without a Form 8 Part 1 referral cannot be used for the implementation of any access arrangements in public examinations..

If a student is having an assessment with an external provider, please note that the school requires a minimum of 10 working term time days to complete any required feedback forms. These will then be returned directly to the professional involved.
To ensure that we can keep records of all feedback given; we will only complete online forms which enable us to download our responses once completed. If professionals use forms which do not allow this, they are welcome to forward us word documents instead.

**THE LEARNING NEEDS REGISTER**

In addition, a pupil may have a Personalised Learning Plan (PLP) which gives further advice and strategies on how best to support the pupil in school.

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|---|---|
| Monitor | An initial concern has been expressed in response to screening, an observation from a teacher, Form Tutor, parent/guardian, or other concerned professional. The pupil may have an educational psychology or specialist assessor report but is not currently receiving any additional support other than that within the class setting. |
| SEND Support | A concern has been expressed in response to screening, an observation from a teacher, Form Tutor, parent/guardian or other concerned professional. The pupil may have an educational psychology or specialist assessor report and is currently receiving some additional support outside of the class setting. |
| EHCP/Personalised Learning Plan | The pupil has an Education, Health and Care Plan (EHCP – prior to 2014 this was a 'Statement of Special Educational need') *OR* a Personalised Learning Plan (PLP).<br>The pupil may currently be receiving some additional support from the Learning Support Department outside of the class setting. The pupil will also benefit from the use of appropriate strategies and resources within the classroom. |

**SUPPORT OFFERED AT SLOANE SQUARE**

Learning support lessons are given on an individual basis or in small groups outside the classroom. 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. Specialist subject teachers also provide additional support including subject clinics. Lessons aim to promote active learning and to enhance self-esteem. There is no additional charge for these lessons.

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

- In-class support offered by the subject teacher, TA or a specialist teacher;
- Subject clinics;
- Study skills advice within the PSHE programme and on a 1:1 or small group basis (Head of Academic Mentoring and members of the Learning Strategies Department)
- Small group or 1:1 support on a withdrawal basis (department staff, subject specialists, Head of Academic Mentoring).

**TIMETABLING LEARNING SUPPORT LESSONS**

The School is committed to the inclusion of all pupils within the classroom as far as is possible. Every effort is made to schedule learning support during lunch break, 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. On occasions pupils may be withdrawn from lessons if they are having an in-house assessment.

**MONITORING AND REVIEWING**

The school recognises the recommended approach of Assess-Plan-Do-Review, as set out in the Code of Practice (DfE 2015).

All teaching staff have access to summary information and recommendations for pupils on the Learning Support register. All staff have a role to play in monitoring the performance and ensuring progress of these pupils. Progress may be measured in a variety of ways including:

- Whole school monitoring/tracking including MidYIS, ALIS and PASS and screening tools such as the Dyslexia Screening Test
- Internal and external tests and assessments
- Formal subject reports and examination results
- Closing the attainment gap between the pupil and her peers and/or preventing this attainment gap from growing wider
- Improvement in the pupil's self-esteem
- Improvement of the pupil's previous rate of progress
- Progress against personalised targets
- Progress against EHCP and GROW targets
- Teacher feedback
- Parental feedback
- Pupil self-assessment in support lessons

Some pupils enter the School having already been identified as having a Special Educational Need. These pupils' 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.

The School uses PASS, MidYIS, 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.

All Year 8 pupils and occasional place applicants participate in the Dyslexia Screening Test. This test is computer based and cannot 'diagnose' dyslexia but does indicate potential traits that may be associated with dyslexia. Any concerns are raised with parents/guardians.

**SCHOOL PROCEDURES**

**STAGE ONE**

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 SENDCo and the relevant Head of Year.

The Head of Year/SENDCo gather information and evidence from those who teach the pupil. The SENDCo 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.

- If a decision is made that no special educational help is thought to be needed at this time, then the pupil is kept under review (normally termly).
- If some support within the normal classroom is thought to be appropriate. The SENDCo draws up guidance and advises teaching staff accordingly. The pupil will be placed on the Learning Needs Register (Monitor) and parents will be informed regarding additional guidance given.
- If 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:

- 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 summary of the findings and recommendations will be drawn up by the SENDCo and made available to all staff on the Learning Needs Register. Additional educational provision (beyond the classroom) will be put in place, and the pupil will be placed on the Learning Needs Register (SEND support). Any programme of additional support will reflect the advice received from outside experts. The SENDCo 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.
- 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 pupil will be placed on the Learning Needs Register (Monitor) and will continue to be monitored. All teaching staff will be advised accordingly. A summary of the findings and recommendations will be drawn up by the SENDCo and made available to all staff on the Learning Needs Register.

**ACCESS ARRANGEMENTS FOR EXAMINATIONS**

The SENDCo and the Examinations Team are responsible for leading on the implementation of any Exam Access Arrangements. All staff are involved in collating evidence to ensure that pupils are given the appropriate access arrangements.

In line with JCQ regulations, all decisions on exam access arrangements are made by the school: Recommendations in a report are not submittable to JCQ; A diagnosis does not confer automatic eligibility for specific arrangements, e.g. extra time or use of a word processor. Arrangements are implemented where a clear picture of need has been established, and evidenced, by FHSS; and the criteria outlined in the current JCQ and Cambridge International regulations have been met.

For more information on this please see the Exams - Equality Policy.

**TRANSITION**

When pupils join Year 7 from Francis Holland Prep School, transition meetings take place during the summer term between the Director of Pupil Integration, Year 6 staff and staff in the Learning Strategies Department. All relevant paperwork is handed over from FHPS to FHSSq, for example, Educational Psychologist reports.

In the case of SEND pupils coming to FHS (Sloane Square) in Year 7 and above from other schools, the SENDCo and Head of Year should receive relevant information either from the previous school or directly from the pupil's parents. With parental permission, this information will be disseminated to staff and, if appropriate, the pupil will be included on the Learning Needs Register.

# Appendix 3: Learning Needs at Francis Holland Prep

**ROLES AND RESPONSIBILITIES**

**The SENCo**

The SENCo role at FHP is performed by the Head of Inclusion, who has day-to-day responsibility for the operation of the Inclusion Policy and coordinating provision made for pupil with SEN and disabilities. The SENCo and Inclusion/Learning Strategies Team provides professional guidance to colleagues with the aim of securing high-quality teaching for pupils with SEN and disabilities, and works closely with pupils, parents and other professionals to ensure pupils with SEN and disabilities receive appropriate support. The SENCo plays an important role with the Deputy Head Academic and the Head of the Preparatory School and governing body in determining the strategic development of the Inclusion Policy and provision within the school in order to raise the achievements of pupils with SEN and disabilities.

The Head of Inclusion is the school's Named Person for all matters relating to special educational needs and/or disabilities. She should be contacted if parents / carers have any concerns.

For further details regarding the SENCo's specific responsibilities, please see those responsibilities detailed on page 5 of this Policy.

**The Head of the Preparatory School**

The Head of the Preparatory School has overall responsibility for the strategic planning and day-to-day delivery of SEND provision, as outlined in the SEND Code of Practice, 2015.

**OUR VISION, VALUES AND AIMS**

Our vision for all pupils, including those who may have special educational needs and/or disabilities, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

Our aim is having a school community working together, enabling children to achieve their full potential in a caring, calm and safe environment. We believe that establishing a culture of respect and kindness for others develops a strong sense of community. We nurture resilience and aspiration through children and staff working collaboratively.

In achieving our aims, we will:

- work in collaboration with teaching staff, supporting them with training and development so that they can deliver lessons which are adapted to the needs of those pupils who have SEN and disabilities.
- we hold exceptionally high expectations for every pupil and are committed to helping each child achieve their full potential. Our aspirations for pupils with SEND are equally ambitious, reflecting our belief in their capacity to succeed and flourish.
- teach, recognise and reinforce good behaviour.

**ADMISSIONS ARRANGEMENTS**

The attainment of all pupils is assessed during the 4+ entrance process for a place in Reception and Occasional Place Assessments , as part of Francis Hollands Trust admissions procedures. The school advises parents of children with special educational needs to share their child's requirements prior to sitting an assessment, so that reasonable adjustments can be made where appropriate. Parents should also provide a copy of any official assessment, in e.g. Educational Psychologist report, or medical report to support their request. Additionally, we require a supporting letter from the child's current school SENCo which includes their recommended access arrangements.

All access arrangements are reviewed upon entry, and there is no guarantee that adjustments in place at a child's previous school will continue starting at our school. The Head of Inclusion is available for further discussion on this at any stage of the application process.

In the case of SEND pupils coming to the school, the Head of Inclusion and the pastoral team should receive relevant information either via the Registrar of the previous school or directly from the pupil's parents.

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. As detailed above (Admission Arrangements), all pupils' attainment is assessed upon entry to the schoolThis is to form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that pupils who fall behind are identified as early as possible.

Where concerns about a pupil's learning or development arises as result of our data analysis, we start the identification process by talking to the pupil and a parent / carer. Where learning needs appear more complex, we may also seek input from specialists such as educational psychologists or speech and language therapists. In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEND Code of Practice 0 – 25 (2015):

- Communication and interaction need refer to those pupils who experience difficulty with speech, language and communication.
- Cognition and learning needs refer to those pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.
- Social, emotional and mental health needs, as manifested in different ways, such as pupils becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. pupils who have difficulty paying attention or forming attachments with adults also fall into this category.
- Sensory and / or physical needs refer to those pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

**A GRADUATED APPROACH TO SEN SUPPORT**

**Tier 1: Universal Support**

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with special educational needs and disabilities (SEND Code of Practice 2015). At this universal level, we train our teachers to deliver high-quality teaching, adapted for individual pupils. We review the progress of all pupils formatively and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to pupils and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with all staff involved in the child's teaching.

**Tier 2: Targeted Support**

We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis in our Pupil Progress Meetings shows they have fallen behind their peers. Such specific, targeted one-to-one or small group interventions may be run outside the classroom, limited to 6-8 weeks to minimise disruption to the regular curriculum.

**Tier 3: Specialist Support**

We provide support when we consider it necessary to seek specialist advice and/or regular long- term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high-quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for pupils with, for example, hearing or visual impairments
- Occupational therapy
- Dyslexia and Dyscalculia Specialists

**RECORDING SEN AND DISABILITIES**

As well as the records held on the school's data management system (see page 4 The Learning Needs' Register), the school has an Inclusion Register, which is updated termly by the Head of Inclusion/SENCo. Any SEND pupil that has caught up with their peers and therefore no longer requires additional provision or support, is taken off the Inclusion register in consultation with their parents.

**SUPPORT FOR FAMILIES**

We provide support to parents / carers of pupils with SEN and/or disabilities through regular contact, information sharing and termly progress reports. Specific support is provided at key transition points. At the end of reception parents/carers may talk to the SENCo about transition plans for starting KS1. Similarly, towards the end of Key Stage 2 parents / carers may approach the SENCo for support relating to Secondary School options and 11+ exams. Additional support to families is available through the local authority, whose Local Offer can be accessed here: https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0

**MONITORING AND EVALUATION OF SEND PROVISION**

The progress of all pupils towards their attainment targets is monitored regularly through ongoing formative assessment and periodic summative assessment throughout the academic year. We expect all pupils, including those with SEND, to make strong progress through high-quality, adaptive teaching. Assessment information is used to identify strengths, address barriers to learning, and ensure that appropriate support and challenge enable every pupil to achieve their full potential.

Where this is not the case, we rapidly respond to pupils' needs. The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing pupils to catch up with their peers. Pupils with an Education and Health Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.