



FRANCIS HOLLAND SCHOOL

SLOANE SQUARE

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| Name of Policy | Learning Needs |
| Author | Head of Learning Support |
| Committee for Review & Approval | Education |
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| Regulation Number | Part 1 2.(1)(b)(i), Part 6 (3)(b), EYFS 3.67 |
| Regulation Description | 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: Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25 years 2015 |

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

Special Educational Needs and/or Disability Policy (SEND)

Definition of Special Educational Needs (SEN)

'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).

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

At Francis Holland School we are 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 and Disability Code of Practice (2015) and the Equality Act (2010) as appropriate for our school.

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 department, 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).

1. Aims and Objectives

To identify, at the earliest opportunity, any pupil with SEND and ensure that her needs are met.

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 implement and promote inclusive practice.

To ensure that learning support sessions are taught in collaboration with subject specialists and encourage curiosity, courage and a love of learning.

To ensure that all learners make the best possible progress.

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.

To support pupils to develop independence, self-esteem and a growing awareness of how they learn, and to promote British values, in line with the school's moral ethos.

2. Admission Arrangements

Francis Holland is an academically selective independent school for girls from 4 to 18 years. Places are offered to girls with specific learning difficulties and/ or a disability (SEND) who meet our entry requirements and where, in our judgement, we can provide appropriate support for their learning needs.

Consistent with the school's Equal Opportunities Policy, the school is committed to ensuring that girls with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education.

The school will be guided by joint Council for Qualifications (JCQ) guidelines with respect to access arrangements. We will work with parents/carers 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.

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 pupil and parents/guardians.

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/guardians, 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.

4. The Learning Needs Register

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

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. |
|  | 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 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). 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. |

4. Support offered at Francis Holland

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. 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 Support Department)
- Small group or 1:1 support on a withdrawal basis (department staff, subject specialists, Head of Academic Mentoring).

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.-On occasions pupils may be withdrawn from lessons if they are having an in-house assessment.

5. 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:

- Whole school monitoring/tracking including INCAS, PiPS, 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 targets
- Teacher feedback
- Parental feedback
- Pupil self-assessment in support lessons

(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 a full diagnostic assessment by an Educational Psychologist or appropriate specialist for a comprehensive view of their child's strengths and difficulties. In-house assessments may also be carried out by members of the department with an Assessment Practising Certificate (APC).

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

- In Year 8 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. Any concerns are raised with parents/guardians.

6. School Procedures

(a) 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 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.

(b) 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 summary of the findings and recommendations will be drawn up by the Learning Needs Co-ordinator 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 (Grey star - SEN 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 (Blue star – 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 Learning Needs Co-ordinator and made available to all staff on the Learning Needs Register.

7. 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 use of a laptop, rest breaks or additional time. The Head of Learning Strategies and the Senior School Co-ordinator, Examinations Officer, Heads of Lower School, Upper School and Sixth-Form and Heads of Departments work together to ensure that all pupils are given the appropriate access arrangements for both internal and public examinations.

8. 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.

9. Working alongside parents and guardians

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

10. 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. With parental permission, this information will be disseminated to staff and, if appropriate, the pupil will be included on the Learning Needs Register.

11. 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 Strategies prior to carrying out the assessment.

This policy should be read in conjunction with:

Disability Policy (Examinations)

Word processor Policy (including Use of lap top Appendix)

Accessibility Plan