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**Regulation Description**

Learning Needs

Deputy Head Education

January 2024

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Spring 2025

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Part 1 2.(1)(b)(i), Part 6 (3)(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:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 years May 2015

Accessibility Plan

Disability Policy (Examinations)

Word processor Policy

Safeguarding and Child Protection Policy

Online Safety Policy

**To be read in conjunction with:**

<b>Revision History</b>	
January 2024: Reviewed by Catrin Brauner & Victoria Marshall in conjunction with Margot Wynne	
<b>Changes made</b>	<b>Date</b>
<p>Additional information provided on: the definition of disability; the responsibility of parents to share SEND information on application; external assessment protocols with a focus on exam access arrangements; the role of SENDCo; the role of teachers through quality first teaching; and parents and pupils as partners.</p> <p>Safeguarding and child protection policy and online safety policy referenced</p> <p>Review cycle amended to be annual</p> <p>Increased safeguarding risk to children with SEND referenced</p>	January (Spring) 2024

### Availability of this document:

Copies of this document are available at [francisholland.org.uk/policies/](http://francisholland.org.uk/policies/) or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

### Application of this document:

This policy applies to all FHS Trust School, and to the EYFS as well as junior and senior schools. Where there are differences in procedures between the schools this has been clearly highlighted in the appendices.

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### Learning Needs Policy

#### Definition of Special Educational Needs (SEN) and Disability

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.

*'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).

At Francis Holland we 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 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).

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.

## **Aims**

- 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.

## **Admission Arrangements**

The school considers pupils for admission on the basis of academic potential, taking into account special educational needs at the discretion of the Head. 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, we 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. 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 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. We 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.

### **Identification of Special Educational 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;
- Concern expressed by staff.

### **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 we proceed. 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, who haven't been referred by the school, for reasonable adjustments such as exam access arrangements. 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 of school, without the school's involvement. For further information on exam access arrangements, see the 'Examinations Access Arrangements' policy.

### **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 via the school management systems.

### **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.

### **Quality First Teaching**

Teaching staff are expected to provide high quality, differentiated 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 whilst supporting difficulties.
- 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 in order to support all learners to progress.

### **SENDCo**

The SENDCo plays a vital strategic role, ensuring the implementation and development of the Learning Needs Policy in order 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.

The key responsibilities of the SENDCo include:

- 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.
- Managing staff who provide additional out of class support or assessment for those pupils with or with suspected SEND.
- Coordinating and managing additional provision for pupils with SEND.

- 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 changing 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 including the LEAs support and Educational Psychologists.

### **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 school. 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.

### **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 in by phone or e-mail if they have any concerns.

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

## **Appendix: Learning Needs Policy at Regent's Park School**

### **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**

We advise parents of children with special educational needs to discuss their child's requirements with the school before they sit our entrance exam so that we 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 FHS, 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 Educational 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 complete a staff referral form and pass it 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 advice 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 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') <i>OR</i> 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.

### Support offered at Francis Holland

The school is also able to offer some specialist support for learning difficulties such as dyslexia and may be able to offer support to pupils with EHC plans – depending on the severity. There is no charge for these sessions. Alternatively, parents may prefer to make their own arrangements.

We recognise 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 we plan 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, without justification, 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.

### EAL Provision

EAL learners are mainly identified when they register at Francis Holland. On occasions, pupils with EAL needs may be referred by subject teachers to Learning Enhancement. They are categorised according to level of need.



Independent EAL learners - Pupils whose first language is a language other than English but who are sufficiently competent and/or fluent in English that it is not a barrier to their learning.

EAL learners who may require some support - pupils whose first language is a language other than English and who need some support in achieving competency and fluency through support with vocabulary or grammar. These pupils may require some individual support to allow them to reach their academic potential.

Profound EAL learners - pupils 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 pupils may require additional support beyond the classroom. Depending on specialist staff availability, these sessions are charged for by the school or parents/guardians are expected to make their own arrangements outside school.

### **Timetabling Learning Enhancement Lessons**

FHS 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, 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 ~~2014~~ 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.
- 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 and UIVth 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.

### **Responsibilities of the 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 fuller testing;
- Arrange further diagnostic testing with the visiting external assessor;
- Collecting evidence of need for Form 8 from teaching staff and applying to JCQ for access arrangements for pupils with special needs and disabilities/medical requirements.
- 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 differentiation into their lesson planning, 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 Academic Deputy Head, 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.

This policy should be read in conjunction with:

Disability Policy (Examinations)

Word processor Policy (including Use of lap top Appendix)

Accessibility Plan

## **Appendix: Learning Needs Policy at Sloane Square School**

### **Aims and Objectives**

- 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 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.

### **Admission Arrangements**

We advise 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 SENDCo. These requests may include an application for extra time or other special arrangements. The parents should also provide a letter confirming that access 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 are reviewed on entry. If a pupil is eligible and requires adjustments after starting with us, these will be implemented accordingly. The Head of Learning Strategy is available for further discussion on this at any stage of application.

In the case of SEND pupils coming to FHS, the Head of Learning Strategies 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 teachers and assessors, we also refer to external specialists who work closely with the school. The SENDCo (Head of Learning Strategies) 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 Access Arrangements must be carried out with a school referral to the Educational Psychologist. The referral constitutes a JCQ Form 8 Part 1, detailing evidence of need, and must be signed and dated prior to the assessment. Assessments carried out without this referral cannot be used for the purposes of reasonable adjustments in school. All reports received from external specialists will be carefully considered when planning the provision for a child. Whilst a specialist report is useful when considering a child's needs, all decisions on exam access arrangements are made by the school: Recommendations in a report are not submittable to JCQ; AA diagnosis do not confer automatic eligibility for specific exam access arrangements (e.g. extra time). Arrangements are implemented where a clear picture of need and normal way of working has been established, and the criteria outlined in the current JCQ regulations have been met.

### 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.

*	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).

		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.
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### **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.

### **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 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 and GROW targets
- Teacher feedback

- Parental feedback
- Pupil self-assessment in support lessons
- Monitoring and Review in the Junior School

### **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 pupils 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 qualified members of the department.

### **Monitoring and review in the Senior School**

Some pupils enter the Senior 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.

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.

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 Section.

The Head of Section/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.

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).

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.

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, Examinations Officer, Director of Pupil Integration, Heads of Year, Head of 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. For more information on this please see the Disability Policy (Examinations).

## **EAL Provision**

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

Independent EAL learners - pupils 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.

EAL learners who may require some support - pupils 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.



Profound EAL learners - pupils 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 pupils may require additional support beyond the classroom.

### **Transition**

When pupils join Year 7 from Francis Holland Junior School, 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 SENDCo 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.