HILL HOUSE SCHOOL

# Special Educational Needs

## INTRODUCTION

This policy has regards to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years January 2015 (SEND Code 2015) and outlines the essential elements contained within the SEN Code of Practice and the Early Years' Foundation Stage on the identification assessment and reporting of Special Educational Needs (SEN).

At Hill House School, we believe that all pupils have the same rights of access to an education which offers equal opportunities for all. This should take account of all individual needs and differences.

SEN is part of the mainstream curriculum delivered by all our teachers, who have a shared responsibility for addressing the needs of all their pupils.

## ADMISSION ARRANGEMENTS

Hill House welcomes any child into our caring and happy environment when we feel we can meet their individual needs. (See admission policy for procedures.)

## DEFINITION OF SEN.

All children have individual needs. However:

- The Code of Practice determines that 'children have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them'.

- Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age in this school.

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

- Special educational provision means:
  educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in school.

- The child's need may be because s/he is very able or talented. (see Gifted, More Able and Talented Policy)

- The child's need may be because English is not his/her first language, but should not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

  Therefore, the school regards SEN as a general term applying to any child who requires teachers to make responses beyond their normal teaching style.

  These needs may be related to a difficulty in:

  **Communication and interaction**

- speech, language and communication needs (SLCN)
- autistic spectrum disorders. (ASD)

  **Cognition and learning**

- general learning difficulty;
- specific learning difficulty. (SPLD)
- Moderate learning difficulty (MLD)

  **Social, emotional and mental health difficulties. (SEMH)**

- mental health difficulties
- attention deficit disorder (ADD)
- attention deficit hyperactivity disorder (ADHD)

  **Sensory and/or physical needs**

- hearing impairment; (HI)
- visual Impairment; (VI)
- physical disability; (PD)
- multi-sensory impairment; (MSI)

## ETHOS OF THE SCHOOL

Hill House aims to provide an education which is the entitlement of every child, irrespective of need, in developing his or her learning to the highest potential by:

- creating a happy, secure environment for learning in which all pupils are valued equally;
- ensuring that the achievements of all children of all abilities are celebrated;
- giving support to all staff to ensure that consistent and high expectations are met for all pupils;
- providing opportunities for all children to become independent learners and to develop and maintain self esteem;
- ensuring that all pupils gain access to the full range of a broad balanced relevant and differentiated curriculum (including an appropriate curriculum at the foundation stage);
- being positive and encouraging to pupils however small their progress;
- developing a partnership with parents which is supportive and creates the opportunity for them to be involved and participate in all aspects of their child's learning;
- ensuring that the child's views are taken into account wherever possible according to capability and maturity, and
- identifying children with S.E.N. as early as possible.

## IDENTIFICATION OF PUPILS WITH SEN

It is essential that any pupil who may have special educational needs is identified, assessed and provided for as early as possible. A teacher may identify pupils in a number of ways:

- Result of observed consistent behaviour and emotional problems.
- Use of nursery records.
- Use of baseline testing.
- Use of PIPS (Reception, Years 1, 2, 4 and Year 6).
- Reception screening by school nurse.
- Speech and language difficulties.
- Sensory impairments (hearing & visual).
- Immature motor skills.
- Medical conditions.
- Annual reading and spelling test results.
- Internal examinations
- Referral from teachers own continual class assessments/records.
- Concern of parent.
- Pupil's own perception of difficulties.
- Examples of pupil's work over a period of time.
- Use of identification profile to help focus on problem areas.
- Making little progress in a specific area in spite of differentiated learning opportunities to help them progress.

## ROLES and RESPONSIBILITIES

### *GOVERNORS*

The 1996 Education Act re-iterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

The governing body should ensure that S.E.N. provision is an integral part of the school development plan, and that the quality of the provision is monitored.

The governing body may have a delegated member with particular responsibility for special needs.

### *STAFF*

All teachers are responsible for day-to-day operation of the children with special needs.

The Headmaster will ensure that policy documents take account of the provision for special needs.

Whole staff and team planning will ensure that curriculum breadth is accessible to all pupils. All teachers are responsible for ensuring that differentiation is related to both the less and more able child. The school has a teacher with responsibility for able pupils.

***Head of Learning Support, Ms K Sugden***

The Head of Learning Support will:

- monitor the provision through termly learning walks;
- provide whole school staff training on an identified need basis.
- keep a provision map to record interventions.
- provide an Individual Education Plan for pupils with strategies for staff to aid differentiated and individual subject planning;
- liaise with and advise fellow teachers;
- oversee the records of all children with S.E.N.;
- oversee the work of Teaching Assistants and SENSO.
- liaise with parents;
- take responsibility for the operation of the S.E.N. policy and for co-ordinating provision for children with S.E.N., particularly through SEN Support and Education and Health Care Plans
- ensure that review meetings take place and new dates are arranged;
- be responsible for requesting involvement of outside agencies, including statutory assessment, and collecting any relevant information from them.
- Provide diagnostic assessments to support intervention.
- Oversee Access Arrangements and keep full and precise records for JCQ inspections.

**GRADUATED APPROACH- Three Stage Plan of Action**

**The first stage**

The triggers for intervention could be that the child:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continued to make little or no progress despite the provision of personal aids and specialist equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning or continues to make little or no progress despite the provision of differentiated curriculum.

At this stage the teacher should:

- refer to forms related to graduated approach;
- use SEND Referral Form to support the referral process
- provide as much information as possible including evidence and observation notes about the concern.
- liaise with the child's parents to gather further information to be written on referral and establish close working partnership;
- involve the Head of Learning Support, who should collect relevant information from external agencies that may already be involved with the pupil.

Following referral there will be a period during which the child will be observed, teaching and learning strategies will be tried and evidence will be recorded and gathered. This will be overseen and coordinated by the Head of Learning Support. In Junior and Senior school

this will normally be a period of up to one full term. In the sixth form this will be a minimum of half a term.

On completion of this period of observation the child may need to undertake a period of assessments in order to establish further support required or signposting to outside agencies.

On completion of the assessments the child may be placed on an intervention programme either within a small group or on an individual basis. The Head of Learning Support will open a SEN file and Individual Education Plan

**The second stage is SEN Support**.

This is the stage when a pupil continues to have difficulties and everybody involved feels it has become necessary to write an 'SEN Support Plan' in line with the Code of Practice. This is where recommendations of further support, possibly from outside agencies would be made. The plan is always family centered. It ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of needs and of what supports the child in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the identified and assessed need. A request for help from external services will usually follow a decision taken by The Head of Learning Support and colleagues in consultation with the parent/s at a review meeting. The triggers for referral for seeking help from outside agencies could be that, despite receiving an individual programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues to work substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which greatly interfere with the child's own learning or that of the group;
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.
- needs signposting onto the RDASH pathway for a possible diagnosis of autism or ADHD

At this stage The Head of Learning Support and staff involved should:

- ensure that relevant records and information are available for external specialists to use;
- liaise with the external specialists and make sure their advice and support is made available to all concerned (including parents, and pupil if appropriate).
- work together with the specialist agent/s to decide on a new Individual Education Plan to include smart outcomes.
- ensure a review is completed every term.

**The third stage** is EDUCATION & HEALTH CARE PLAN

Only a very few children will find SEN SUPPORT sufficiently ineffective to meet their learning difficulties. However, if this is the case it may be necessary, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. All parents/schools may make a request to the LEA for a statutory assessment.

Schools and relevant nursery education providers have a statutory right to ask the LEA to

conduct a statutory assessment or re-assessment of a child's educational needs (Education Act 1996). In this context 'Schools' include all independent schools and all early education settings, which are in receipt of government funding to provide Early Years education.

When the LEA is considering an assessment the school will need to provide evidence of:

- identification of difficulties;
- evidence of assess ,plan, do, review cycle with a minimum of two rounds of SEN Support plans
- child one page profile to include wishes and feelings.
- records of the pupil's progress in National Curriculum tests and any other standardised test results;
- advice from outside agencies which has already been gathered and acted upon;
- parental views, wishes and feelings.

The issuing of a EHC Plan should take a maximum of 20 weeks and at every stage the child and their parents are involved fully with their views and wishes taken into account. If a plan is issued it will be reviewed yearly by the authority but outcomes will be monitored termly by the Head of Learning Support.

***Fees***

Any provision which is deemed reasonable may incur extra costs. Please refer to the separate policy for **Reasonable Adjustments for Pupils with Special Educational Needs or Disabilities**

**DOCUMENTATION FOR GRADUATED APPROACH**- See appendix

- **SEND Referral and Assessment Procedures**
- **SEN Support Plan (Doncaster Local Offer website)**
- **Individual Education Plan**

**EHC Plan Provision**

- All provision from earlier stages applied through the relevant Local Authority EHC Hub.

## MEASURES ENSURING ACCESS TO BROAD AND BALANCED CURRICULUM

By careful planning, members of staff ensure that the curriculum contains work which is differentiated for a pupil with S.E.N. To assist, the following are implemented within the School:

- Differentiation in the curriculum (see Page 8, 'Planning for Special Needs').
- Variety of grouping systems.
- Support systems, including the possibility of support groups and intervention.
- Individualised programme of study.
- Opportunity to have assessment by ~~a~~ specialist teacher, who can then support differentiated curriculum planning and/or an SEN Teaching Support Plan

## CRITERIA FOR ENSURING THE EFFECTIVENESS OF THE POLICY

- Members of Staff are aware of the needs of all pupils.
- Members of Staff are aware of the procedures regarding children with special educational needs.
- Children are achieving outcomes ~~set in the~~ using strategies in the Individual ~~Learning Support~~ Education Plan.
- Parental involvement (and pupils, where appropriate) is maintained.
- Pupil's self esteem is raised.
- Review dates are ~~set~~ regular.
- Parents are satisfied with S.E.N. procedures and policies within the school.

## ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION

- Hill House recognises the importance of good relationships with parents, including the parents of children who have special educational needs.
- Parents are informed about their child's progress and are involved at each stage of assessment, reviews and decision-making.
- Complaints should be discussed with the Head of Sector in the first instance, and if considered necessary involvement with the Headmaster and thereafter the Chairman of the Governors.

## PLANNING FOR SPECIAL NEEDS

**In providing special help, class teachers and subject teachers could consider varying:**

- **input**
  - match work specifically to a child's previous experiences
  - specifically try to increase pupil's motivation

- **task**
  - break down task into smaller steps
  - allow more time for completion of task
  - allow different parts of a complete piece of work to be tackled by different children
  - provide extension activities
- **resources**
  - provide different/alternative resources
  - information technology

- **support**

- consider altering teaching style
- provide additional help
- provide greater amount of reward/reinforcement
- provide greater revision period
- arrange additional time allocation for tests/exams, where appropriate

- **outcome**
- plan work to allow for differences in outcome.

**Learning Assistants**

There is some capacity to offer limited time with Learning Assistants, by withdrawal.

In the senior school, the school policy is for any work by Learning Assistants to take place outside the classroom, due to class size, the importance of independence, and social considerations.

**EYFS**

In EYFS, the School has regard to the *SEND Code of Practice January 2015*

• The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
• They should have a clear approach to identifying and responding to SEN.
• In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
• Where a child appears to be behind expected levels, a methodology is outlined in the *SEND Code January 2015* for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.
• Guidelines are given for seeking external help of specialists or requesting an EHC assessment.
• Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN Support.

28/8/2026