



FOUNDED 1879

HALLFIELD SCHOOL

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS POLICY

(Including Special Educational Needs and/or Disability (SEND))

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| Head Master | Mr K Morrow | |
| Chairman of Governors | Mr T Venner | |
| Staff member with responsibilities | Head of Learning Support | |
| Subcommittee with responsibilities | Education | |
| ISI Regulatory Policy | Yes | |
| Date adopted by Governing Board | signed | |
| | Date | Summer 2020 |
| Date for policy review | Summer 2023 (unless new legislation requires amendment) | |

*“Hallfield School promotes the safeguarding and welfare of children in its care;
all policies support the Safeguarding Policy”*

Introduction

We believe that all children should be valued, encouraged and accepted equally. We endeavour to meet the needs of all children, including those with Special Educational Needs and/or Disabilities (SEND), within the constraints of the school's structural buildings and its entrance expectations.

Hallfield provides a broad and balanced curriculum for all children. When planning, teachers respond to children's diverse learning needs and set suitable learning challenges. A minority of children have particular learning difficulties either throughout, or at any time, during their school career. This policy ensures that the needs of children with SEND are identified and provision is made in order for each child to fulfil their potential and achieve the highest standards of which they are capable.

Definition

SEND refers to any circumstances which result in a pupil requiring additional or personalised help from that made generally for others of the same age over a sustained period of time, that goes beyond the differentiated approaches and learning arrangements normally provided as part of our high-quality, personalised teaching. This enables them to take full advantage of the educational opportunities offered at Hallfield School.

A pupil is deemed to have SEND if he or she has a learning difficulty that calls for special educational provision to be made in accordance with:

- has significantly greater difficulty in learning than the majority of pupils of the same age, and/or
- has a disability which prevents or hinders him or her from making use of educational facilities usually provided.

'Keeping Children Safe in Education (2018) DfE.

"Children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Pupils with an Education, Health and Care Plan (EHCP)

If the support and/or funding required to meet the needs of a pupil with an EHCP was available, then Hallfield School would consider admitting that child to the school. The final decision would be with the Head Master and each child would be considered individually with careful consideration given to providing for the child, staff training and the needs of the other children in the class. The educational and welfare provision for children with an EHCP will be considered on an individual basis and in accordance with the advice and guidance in the EHCP. Under the new SEN and Disability Code of Practice, 0-25 years (January 2015) the school can still request statutory assessment from the Local Authority when this appears necessary.

There are currently no pupils in receipt of an EHCP attending Hallfield School.

Scope

The Hallfield policy for Special Educational Needs applies to all children in the school including those in the Early Years Foundation Stage (Hallfieldfirst nursery, Transition, Foundation and Reception).

Aims

Working in partnership with the parents of current pupils and with the young people themselves, we are committed to ensuring that:

- The special educational needs and/or disabilities of pupils are identified, assessed and provided for.
- Appropriate provision is made for all children in the classroom and around school.
- All pupils are given the opportunity to fulfil their potential, improve outcomes and have high expectations of themselves.
- Classroom teachers are given support in teaching pupils with SEND, to ensure that learning is differentiated and targeted to the needs of the pupil.
- All teachers are teachers of children with SEND.
- We promote positive outcomes in the wider area of personal and social development.

Objectives

- To apply a whole school policy to meeting each child's needs following the guidelines of the SEN and Disability Code of Practice, 0-25 years (January 2015)
- To identify at the earliest opportunity any children with special educational needs.
- To provide different levels of intervention to match the child's need.
- To ensure that all staff are aware of each child's needs so that such needs may be met.
- To consult with both parents and the child (if the child is on an Individual Educational Plan, IEP) to set targets, if appropriate, for consistency of support both at home and school.
- To consult with external agencies including educational psychologists and health professionals.
- To track the progress and review the additional or different provision of a child and to ensure that regular reviews are conducted.
- To monitor and evaluate the effectiveness of practice in support of children with SEND.

ROLES AND RESPONSIBILITIES

Head Master

The Head Master has responsibility for the day to day management of all aspects of the school. This includes the overall management of the SEND policy and of provision.

Head of Learning Support

The Head of Learning Support (with the Head Master and governing board) is responsible for determining the strategic development of the SEND policy and provision in the school. The Head of Learning Support has the day-to-day responsibility for the operation of the SEND policy and coordination of specific provisions made to support individual pupils with SEND.

The Head of Learning Support will:

- Update, monitor and implement the SEND policy.
- Oversee the day-to-day operation of the school's SEND policy.
- Maintain up-to-date registers for identified children on the SEND register.
- Coordinate provisions for children with SEND.

- Work with the Head Master and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Coordinate with the Designated Safeguarding Lead (Assistant Head: Wellbeing and Pastoral Care), and liaise, advise and support staff.
- Oversee the records of pupils with SEND.
- Liaise with external agencies, including other schools, the LEAs, Educational Psychologists, health and social services, and independent or voluntary bodies.
- Organise screening, intervention and assessments in liaison with the parents of pupils with SEND.
- Contribute to in-service training of staff and continuing professional development.
- Adopt a graduated approach to SEND provision with four stages of action: assess, plan, do and review.
- Allocate the delegated budget and resources as appropriate the needs of children with SEND.
- Oversee the deployment and management of designated Learning Support staff.

Teachers

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants, intervention teachers, or specialist staff.

Admission Arrangements

All children are required to pass an entrance assessment before a place is offered at Hallfield School. Children with a variety of special educational needs are accepted at the school, however, for some children with particular educational, behavioural, sensory or physical needs, the school may need to discuss the appropriateness of the placement and the school's ability to meet the child's needs. We advise parents of children with Special Educational Needs or learning difficulties to discuss their child's requirements with Hallfield School before they consider entry, so that we can make adequate provision for him/her. Parents may be requested to provide reports from any external agencies e.g. educational psychologist, paediatrician, speech and language therapist before their meeting with the Head Master and/or the Head of Learning Support.

Curriculum Access

We believe that all children with Special Educational Needs should have full access to the curriculum. Arrangements for structured interventions in small groups and support in the classroom are monitored by the class teacher and Head of Learning Support to ensure that the child's access to the wider curriculum is not unduly affected. Arrangements for school trips or examinations also take into account pupils' needs.

Identification, Assessment, Monitoring and Review

Class teachers are responsible for the initial identification of a child's needs. Teachers are asked to highlight children who, from their classroom observations and assessments, begin to show difficulty in a particular area or areas. It may include children who are bilingual learners or on the EAL Learners register; any children who have been exposed to a language other than English during childhood and continue to be exposed to this language. This is part of the school's commitment to Quality First Teaching.

The Head of Learning Support may also be aware of emerging problems through liaison with the Designated Safeguarding Lead, Assistant Heads: Teaching, Learning and Assessment or members of the Senior Leadership Team and through sharing information with other professionals to support early identification and assessment under the terms of 'Keeping Children Safe in Education' (2018) DfE.

A Learning Support Assistant or any classroom teacher may initiate a review of a pupils' performance and needs using the Cause for Concern form. The Head of Learning Support will monitor progress,

collate and review the evidence and decide whether to initiate an Individual Education Plan. In the evidence-gathering period, the child will be monitored closely for a maximum of two terms.

If the class teacher and the Head of Learning Support feel that it is appropriate for the child, an Individual Education Plan (IEP) detailing their specific educational/behavioural needs will be written and shared with the parents. This is reviewed termly. Children may also receive additional input from outside agencies where appropriate.

Assessment and Screening Programmes:

At the beginning of Prep School (Year 3) all children are screened for Dyslexia and (where appropriate) Dyscalculia using GL Assessment screeners and appropriate metacognitive tests. Any new children joining Hallfield School at any point in the academic year in Prep School are similarly screened. We use the SEN Toolkit and GL suite of assessment tests including Rapid, Lucid, LASS CoPS. If the screening process confirms that there is a problem in this area, parents are invited to meet with the class teacher and the Head of Learning Support to discuss the action to be taken.

The SEND Register, as well as copies of children's Individual Education Plans, are kept in the Learning Support file on the school's Academic Drive. Information is shared with teaching staff and the relevant information is passed on to Learning Support Assistants as well as being recorded on the academic drive. Head of Learning Support will inform all staff who may be involved in a child's education about any new Individual Education Plan during weekly staff meetings.

All children in Pre-Prep are screened using WELLCOMM to monitor their spoken language.

Continuous assessment throughout the school using the New Group Reading Test (NGRT) Digital, PTM, CATs, Baseline Spellings, allow potential learning problems to be identified early on. Additional support is then made for any children the tests highlight as potentially having special needs.

EARLY IDENTIFICATION OF NEEDS:

At Hallfield School all teachers are aware of the need for early identification as outlined in the Code of Practice. (2015) The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

A child's needs may become apparent through the admissions procedures; parental or pupil concerns; health assessments, regular observations and assessment of all children's play and progress (EYFS); teaching within the classroom (e.g. work sampling or recorded observations); via the Head of Department; or screening procedures (standardised and non- standardised testing).

The pupil's progress will be monitored for a half-term with high Quality First Teaching and increased differentiation. Observations will be recorded, and formative/summative assessments will be used. This constitutes Wave 1 of our SEN provision. If a pupil does not make the expected progress they will move to Wave 2 provision as seen in the model below.

Special Needs Waves of Intervention Model

Wave 1 is Quality First Teaching which is defined as inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

The Learning Support Register which outlines the Three Wave Provision is kept centrally and updated at least termly.

Graduated Approach

The Graduated Approach is led and coordinated by the Head of Learning Support. Where a pupil has been identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. This SEND support is through a four-part cycle known as '**The Graduated Approach**': **ASSESS-PLAN-DO-REVIEW**.

Record Keeping

Hallfieldfirst

This is a confidential file available to specific staff only on the basis of the needs of the children in their care.. The Hallfieldfirst SENCo is responsible for the information housed in this file, its maintenance, organisation and accuracy in respect of all identified children. The information in the SEN file is passed on to the Head of Learning Support when the child transfers to Foundation.

Pre-Prep and Prep School

This is a confidential file available to specific staff only on the basis of the needs of the children in their care. The Head of Learning Support is responsible for the information housed in this file, its maintenance, organisation and accuracy in respect of all identified children. Key information is shared with Academic staff during transition meetings handing classes over to their new Form Teacher in preparation for each new academic year.

Appropriate records and information will be transferred when children leave the school.

Working with Outside Agencies

Hallfield promotes the value of specialist advice and support from a variety of professional services. The Head of Learning Support liaises with parents, professional advisers such as Local Education Authorities, Counsellors, Educational Psychologists, Advisory Teachers and Therapists, and with specialist subject teachers and tutors about the needs of individual students, both inside and outside the classroom. Other specialists visit the school when necessary, such as Speech Therapists and a Cognitive Behavioural Therapist.

Individual Specialist Support

For pupils who enter the school with a known SEND, a specialist report or who are identified as a result of the assessment procedures, specialist support may be required from an external agency. Charges for these additional provisions will be discussed and agreed with parents.

Reviews

All children identified as having special needs will have their progress reviewed three times a year. The outcomes of Individual Education Plans are reviewed by the teacher, child and parent and a new updated plan is implemented at a review meeting. If a parent is unable to attend the review meeting, an electronic copy is emailed to the parents which would not require a signature.

Social, Emotional and Mental Health

The Head of Learning Support will coordinate with the Designated Safeguarding Lead and the Welfare Committee in respect of 'Keeping Children Safe in Education (2016).

If the social, emotional and mental health of a child is concerning the Learning Support team or the class teacher, the Head of Learning Support will conduct observations and liaise closely with the class teacher and the Designated Safeguarding Lead. Depending on the child's needs, members of the pastoral team may meet with such pupils on a weekly basis, and if required there is a trained Counsellor working closely with the school, who is available to identify emotional needs and guide pupils through any difficulties encountered. External agencies will be contacted and involved as appropriate.

Complaints Procedure

Should a parent feel that the school is not meeting the needs of their child, or if there are any other concerns, then parents should make an appointment to see the class teacher and the Head of Learning Support if necessary. If parents are not satisfied, they may wish to make an appointment with the Head Master. If any parent feels that the school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy.

Accessibility Development Plan 2017 – 2020

2017 / 2018

2018/2019

2019 / 2020

Participation in curriculum for SEN pupils:

| Objectives | Actions | Who | When | Cost / budget | Desired impact / outcome | Review Evaluation |
|---|--|-------------------------------|-----------|---------------|--|--------------------------------------|
| Increase peer assessment | Mixed ability teaching in English | GJ | Sept 2017 | | Allow children of all abilities to learn from each other – following EEF advice. Reduce the ‘brain-drain’ phenomenon and increase opportunities to ‘magpie’ ideas thereby raising performance. | Reviewed by GJ, policy continued. |
| Increase effective access to library facilities to increase reading skills. | Appointment of librarian. | CC PC | Sept 2018 | | Key Stage 2 pupils 1 x library based reading lesson each week. SEN Reading booster groups scheduled for years 4 and 5. | Librarian appointed Jan 2019. |
| Improve awareness of Social, Emotional and Mental Health | Addition of ‘Good individual’ into Children’s Charter. Wellbeing lessons on termly basis for children Reception – year 4. Year 5 Mindfulness unit in Spring term from Dot B. CBT therapist engaged | EK HF Therapist | Sept 2018 | | To promote the importance of good mental health throughout the school community. To better support pupils with SEMH Needs throughout the school community. | CBT therapist Sept 2017 – July 2019. |

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| Improve dyslexia provision. | Dyslexia screening for year 3 | CC CFJ RB | Oct 2019 | | Allow for collection of comprehensive data on dyslexia and early intervention programme for those pupils in need, lead by SENCO and LSAs. | Oct 2020 Possible addition of dyscalculia screening in 2020 / 2021. |
| Increase staff awareness of SEN and differentiation. | Deliver SEN Differentiation INSET training in Jan 2020 training day. | CC CFJ CC JT | Jan 2020 Jan 2020 | | Update staff on teachers' responsibilities under SEN Code of Practice 2015 and offer strategies for effective differentiation especially relating to dyslexia following screening results. Fortnightly SEN training sessions for LSAs in PP during assembly. | Follow with Learning Walk. CC delayed by COVID 19. |
| Improve Speech and Language provision. | Invest in Read, Write, Inc. phonics (including catch up packages and staff training.) Engage Speech and Language Therapist 1 day per half term. INSET for PP LSAs on WELLCOMM monitoring | LS CC CC | Sept 2019 Jan 2020 | | To upgrade phonics education in Pre Prep and take action to identify children with Speech, Language and Communication Needs from those with English as an Additional Language. To equip LSAs to deliver appropriate Speech and | Sept 2020, although data disrupted by COVID 19 Implementation delayed due to COVID 19. WELLCOMM screening due Summer term 2020. |

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| | Extend WELLCOM M assessments to Hallfieldfirst and begin electronic tracking for data collection through to PP. | | | | Language interventions, especially in Foundation and Reception. To facilitate accurate data tracking on children to ensure appropriate interventions are undertaken and monitored on whole school basis. | |
| To broaden curriculum opportunities to include more practical and social learning opportunities. | Introduction of Hallfield Enrichment programme , and introduction of STEM to link Science, Technology and Maths. Restoration of Design Technology to curriculum. | All staff HW JW | Sept 2019 | | ISI inspection recommendation to broaden curriculum beyond academic focus for Upper Key Stage 2 pupils in particular. Integration of IT skills into broader curriculum by moving from discreet IT lessons to application of IT, especially in STEM. Extension of Forest School to all pupils. Dedicated time in Creative Cottage for Pre Prep children for Art and reading in the library. Introduction of chickens, guinea pigs as school pets and gardening | Specialist STEM teacher appointed Apr 2019 with a focus and IT. Launched Sept 2019. Launched Nov 2019. |

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| | | | | | space for urban children. | |
| Support SEN pupils in English | Introduction of Clicker programme for 10 computers to target writing support with SEN pupils. | CC GJ RN DD | Nov 2020 | | Support for reluctant writers esp those on autism spectrum or with dyslexia. | CC by July 2020. |
| Provide Medical care on full time basis | Appoint a full time nurse. | DM | Sept 2019 | | Oversee medical needs of pupils. Provide First Aid training for Pupils in enrichment sessions. Arrange for appropriate INSET training for staff. | Nurse appointed Sept 2019. |

Information:

| Objectives | Actions | Who | When | Cost / budget | Desired impact / outcome | Review evaluation |
|---|--|-----------|------------|---------------|--|-------------------|
| Gather comprehensive data on entrance to school. | Move to the use of online GL data for all entrance assessments | CFJ | Sept 2018 | | Standardise the means of gathering entrance assessment data on the pupils and identify SEN needs on entrance. | CFJ to SLT. |
| To gather information about pupil mental health. | To undertake Pupil Attitude to Self and School (PASS) survey | EK CFJ | Sept 2018 | | To find out areas to address with pupils' SEMH needs in mind, and plan PSHE curriculum accordingly. | |
| Facilitate access to educational materials online outside lessons for review. | Pilot use of SharePoint for STEM lesson information. | JW | April 2019 | | Enable SEN pupils to review lesson content online to support learning. Provision reflects differentiated lesson outcomes. | JW |
| Track behavioural issues effectively. | Introduction of CPOMS tracking system | KM EK | April 2019 | | To alert Pastoral / Safeguarding / Academic / SEN leads to behavioural incidents occurring in school. Increase the ability to track and link behaviour inside and outside classroom and make appropriate | |

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| | | | | | referrals to outside agencies where necessary. | |
| Improve quality of minutes from SEN parental meetings | Review and standardise Initial Meeting and Follow Up meeting paperwork for SEN parental meetings | CC | Sept 2019 | | To record actions as agreed outcomes of SEN parental meetings and agree DONM as part of Graduated Approach to SEN. Request staff use the same format for parental meetings. Forms to be kept electronically for use by staff and SENCO for target setting and to address SEN needs within Graduated Approach. | CC by July 2020 |
| Increase in Social, Emotional Mental Health provision | Appointment of Louise Day, School Counsellor | LD | Sept 2019 | | To offer counselling and self-regulation support to vulnerable pupils on 1:1 basis. Appropriate information circulated in weekly Welfare meetings with SLT welfare team. Staff informed where necessary. | Part-time school counsellor appointed Sept 2019. |

Physical:

| Objectives | Actions | Who | When | Cost / budget | Desired impact / outcome | Review evaluation. |
|--|---|-------------|-----------|---------------|--|---|
| Renovation of school library | Sourcing hard/soft furnishings. Installation of wall-mounted screens. | Estate s SB | ? | | Increase uptake of library resources (books and IT equipment). Reading lessons scheduled in library for weekly borrowing and modelling reading skills. | Library refurbished and launched April 2019. |
| Introduction of Forest School to curriculum | Construction of Forest School site. Training for AL. | Estate s AL | Sept 2018 | | To expand outdoor learning opportunities to all children at Hallfield. | Extended to whole school Sept 2019. Head Groundsman appointed May 2020 and tasked with developing the area further. |
| Renovation of ICT suite 1 to DT classroom | | Estate s SB | Sept 2019 | | Re-introduction of Design Technology into curriculum for all pupils in Key Stage 2. | DT room launched Sept 2019 but more renovations planned for Summer 2020 for when Head of DT joins Sept 2020. |
| Renovation of Creative Cottage | | Estate s SB | Sept 2019 | | Cottage fully renovated to offer enrichment opportunities. | Completed Nov 2019 with official launch Summer 2020 |
| Renovation of DH office into Counselling Room. | | Estate s SB | Sept 2019 | | An appropriately private space for counselling to take place. | Launched Sept 2019. |

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|--------------------------------|--|-------------|-----------|--|---|--------------------|
| Accessible Music School opened | | Estate s SB | Sept 2019 | | Single storey Music School opened with multiple ground floor practice rooms to enhance accessibility to all | Launched Sept 2019 |
|--------------------------------|--|-------------|-----------|--|---|--------------------|

**Accessibility Development plan 2020 – 2021. – DRAFT.
General for SEN pupils.**

| Objectives | Actions | Who | When | Cost / budget | Desired impact / outcome | Review / evaluation : |
|--|---|----------|-----------|---------------|---|-----------------------|
| Ensure that SEN Needs of 2020 Year 7 cohort are met. | Planning for Year 7 cohort meeting with staff / SENCO / Counsellor about transition KS2 – 3 and differentiation techniques with follow up meetings through autumn term. | CC LD | June 2020 | | Smooth transition to year 7 for pupils. | CC to SLT |
| Increase staff awareness of pupils' SEN needs | Reintroduce One Page Profiles for SEN Children | CC | Sept 2020 | | Increase awareness and differentiation in teaching and improve pupil outcomes. | CC to SLT |
| Schedule agreed access to Occupational Therapist. | Contact NHS OT providers for INSET and assessment of pupils. | CC | Sept 2020 | | Increase provision for pupils with gross and fine motor impairments in Pre Prep. | CC to SLT |
| Increase access to SEN student voice. | Ensure SEN presence on School Council. | | | | | CC to SLT |
| Improve liaison with parents of pupils with SEN needs. | Produce Frequently Asked Questions for parents with children with new SEN diagnosis. | CC | Sept 2020 | | Signpost support in school and in the wider community. | CC to SLT |
| Improve access to visual information | Audit visual / pictorial / symbolic representations | CC | Sept 2020 | | Ensure access to visual timetables, appropriate classroom décor, IWB fonts and presentation styles. | CC to SLT |

