



# STREATHAM & CLAPHAM HIGH SCHOOL

## Additional Learning Needs and Disability Policy and Procedures

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| <b>Person(s) responsible for this policy</b> |   | <b>Second Master, Academic Director, Head of Learning Support, Head of Supported Learning Needs &amp; Academic Welfare (Prep School)</b> |                       |
| <b>Last review by</b>                        | <b>R Hinton S Harmer<br/>N Snelgrove R<br/>Watson</b> | <b>Review date</b>   | <b>September 2019</b> |
| <b>Date of next review</b>                   |   | <b>September 2020</b>  |                       |

Streatham & Clapham High School is committed to the inclusion of all pupils, recognising that all teachers share the responsibility of meeting pupils' differing learning styles and needs. We aim to provide support for pupils, staff and parents so that pupils experience success and are able to fulfil their potential in a positive and supportive environment.

The role of the Head of Supported Learning Needs & Academic Welfare (SLNAW) at the Prep School and Head of Learning Support at the Senior School, in conjunction with the Senior Leadership Team, is to address the learning needs of all pupils, including those in the Early Years Foundation Stage, to enable them to access a broad and balanced curriculum, reach their potential and participate in the wider school life, as well as to co-ordinate support for special educational needs and English as an additional language.

The school operates within a wider policy framework which includes the Equality Act 2010, The Education Act 1996, the Equality Act 2010, the Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015, the GDST Inclusion Policy, the GDST Equal Opportunities (Education) Policy, the GDST Accessibility Strategy, the GDST and Streatham & Clapham High School's Admissions Policies, the GDST Exclusion Policy, Streatham & Clapham High School Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Disability is defined under the Equality Act of 2010. A person has a disability if s/he 'has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' Pupils may have either a disability or SEN or both. Not every pupil with SEN qualifies as disabled under the statutory definition.

At the Prep School and EYFS the Head of SLN & AW is Rachael Watson, and at the Senior School, Head of Learning Support is Sarah Harmer.

The Head Master takes overall responsibility for the school's policies and procedures in relation to areas of inclusion, ensuring that these accord with the principles and aims of the GDST's inclusion policy and that all staff are aware of their responsibilities in this area. The Head Master will establish the appropriate staffing arrangements, and he will assign clear expectations and responsibilities to the post holder(s).

### **Aims and objectives**

- To identify and provide for pupils who have SEND and SLN;
- To ensure every pupil is helped to fulfil her potential and is able to take full advantage of the school curriculum;
- To identify the roles and responsibilities of staff in providing for pupils with learning difficulties and disabilities;
- To raise staff awareness of specific learning difficulties and additional learning needs and create and maintain good channels of communication;
- To support the development of a whole school approach which promotes clear, high quality flexible learning and a variety of teaching styles;
- To base strategies employed on the SEND Code of Practice 2015 and The Equality Act 2010;
- To provide support and advice for all staff working with SEN and SLN pupils;
- To facilitate early identification and assessment of pupils' learning difficulties;
- To ensure that parents are able to play their part in supporting their daughter's education and to recommend to parents when additional support is needed;
- To foster partnership with parents, external support services and agencies to ensure pupils with SEND and SLN make progress;
- To ensure that appropriate support is provided to pupils;
- To ensure that resources are allocated according to need;
- To make appropriate recommendations for access arrangements in line with up-to-date JCQ guidelines.

### **Educational Inclusion**

The needs of each pupil are considered on an individual basis. We recognise that pupils:

- Have different educational, physical and behavioural needs;
- Acquire, assimilate and communicate information at different rates and in different ways;
- Need a range of different teaching approaches and experiences;

The SLNAW and Head of Learning Support will make recommendations to address the needs of each pupil and ensure the school complies with its legal obligations.

### **Partnership with Pupils**

Pupils with additional learning needs have an in-depth knowledge of their own strengths, weaknesses, coping strategies and future aims. The school will seek their views and include them in the decision-making processes that affect their education.

### **Partnership with Parents**

The relationship between the school and parents has a crucial bearing on the progress of pupils with SEND or SLN. The school will work actively with parents as partners and value their contribution. All staff have a role to play in developing constructive relationships with parents.

### **Pupils with an EHCP/statement**

The school can be named by the Local Authority (LA) in an EHCP/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can accommodate the provision specified on the statement /EHCP. A costing should be undertaken with the support of the Director of Finance and Operations.

### **Early Years and Foundation Stage**

This policy applies to all pupils including those in the Early Years Foundation Stage. The Foundation Stage welcomes children who may have a specific medical condition, developmental delay or special educational needs. The Foundation Stage Leader will assist staff working in the Early Years (Nursery and Reception) to identify pupils who may have supported learning needs and liaise with the SLNAW to provide suitable intervention as needed. The Foundation Stage Leader will be involved in meetings alongside the key worker, who is the Nursery or Reception teacher, at all levels of intervention.

The day-to-day co-ordination of all provision for children with special educational need is undertaken by the teachers and SLNAW who liaise with parents to work out an individual programme to meet their child's needs. Outside agencies will be called upon for assistance as and when required.

### **The Prep and Senior School will:**

- Foster a positive learning environment through the implementation of various policies such as the behaviour policy, the curriculum policy, the teaching and learning policy, the induction policy and in the guidance given to staff through professional development activities;
- Ensure staff are kept up to date with the particular needs of individual pupils through staff meetings, morning briefings, the noticeboard in the staff room and the Learning Support folder on the staff drive.
- Ensure suitable pastoral care and support is provided for all pupils to facilitate development in all areas and build a strong sense of self-esteem.

### **Roles and responsibilities**

The implementation of the Supported Learning Needs Policy is the responsibility of all staff. The SLNAW/Head of Learning Support **working closely with SLT and teaching staff, has the responsibility for the day-to-day operation of the policy.**

### **The SLNAW/Head of Learning Support will:**

- Ensure parents are kept informed of the changing needs and progress of their child through informal communication via homework diary and emails and through formal parents' meetings and end-of-year written reports;
- Manage identification, referral and assessment of additional needs;
- Ensure all pupils with SEND/SLN are able to access the curriculum by providing extra support or additional resources, where appropriate;
- Maintain a confidential Supported Learning Needs Register which is accessible to relevant staff via SIMS, the school shared drive or paper copies;

- Maintain SEND/SLN records so that they are readily accessible to staff, including a Pupil Passport/ Learner Profile for all children on the SEND/SLN register;
- Provide information on all pupils with SEND/SLN to all members of staff who may be involved with them;
- Provide advice to staff on particular learning needs such as dyslexia, dyscalculia, hearing impairment, etc.;
- Help classroom teachers to identify and make provision, through normal classroom differentiation and support, for pupils with SEND/SLN;
- Liaise with parents at all stages and involve them in decision making;
- Seek the views of pupils and take them into account where appropriate;
- Ensure that suitable examination arrangements are implemented for pupils who may need adaptations to the usual procedures. At the Prep. School this should be in consultation with the Deputy Head (Prep), and at the Senior School the Academic Director;
- Work with the Registrar to liaise with other schools when pupils are transferring to or from SCHS to ensure relevant information has been passed on for pupils with identified supported learning needs in a timely manner;
- Monitor the outcomes for pupils with SEND/SLN, keeping individual targets under review and evaluate them termly;
- Run diagnostic tests for pupils as appropriate and write up reports and share information with concerned parties;
- Liaise with external agencies, specialist teachers and assessors;
- Liaise with the Exams Officer and the JCQ in Senior School to ensure that the correct Exam Access Arrangements are in place for each pupil.

All teaching staff will be fully aware of the school's procedures for identifying and making provision for pupils with SEND and SLN and are expected to provide for diverse pupil need, maximising pupil's access to the whole educational offer and enabling such pupils to succeed. All teachers should:

- Be aware of which pupils they teach have additional needs and refer to a Pupil Centred Plan or Provision Map for pupils with EHC Plan or a statement and Learner Profile for SLN pupils;
- Have a clear understanding of the needs of all pupils with SEND and SLN;
- Engage and support these pupils, and adjust their teaching approach to overcome any barriers to learning encountered;
- Differentiate their teaching and resources to take account of pupils with SEND and SLN;
- Assess and monitor the progress of pupils with SEND or SLN, recording and reporting relevant information;
- Develop constructive relationships with parents;
- Liaise with the SLNAW,/Head of Learning Support about supporting SEND and SLN pupils.

### **Identification**

It is the responsibility of all staff to identify and support pupils with SEND and SLN. The school recognises the importance of early identification of any learning needs, and the potential consequences, such as loss of self-esteem and frustration in learning, if this does not happen. Study days, morning briefings, staff meetings, and specific INSET is used to equip staff with the skills to identify and support pupils with SEND and SLN.

All staff have a responsibility to monitor the development of pupils' academic, social, emotional development and medical health. In the Prep. School any concerns should be reported to the Deputy Head, the pastoral leader, the Foundation Stage Leader, the SLNAW, or the school nurse. In the Senior School concerns should be reported to the Deputy Head (Pastoral), Academic Director, Head of House, Head of Department, Head of Learning Support, or the School Nurse.

The school uses a number of approaches to identify SEND and SLN.

### **On admission to the school**

The application form, parent meetings/interviews, information from a previous school and a medical questionnaire provide information about every pupil's needs. This information is shared with the SLNAW, Head of Learning Support, or School Nurse, as necessary, who may meet with parents and/or communicate with the primary school of the pupil. They may also meet the pupil to assess how best we can meet the pupil's needs. Additionally, at key entry points and times in their school careers, some pupils are assessed by the SLNAW or the Head of Learning Support.

### **On transfer from the Prep School to Senior School**

A meeting is held between the Year 6 teachers, SLNAW, Head of Transition and Head of Learning Support at the end of the Summer Term to discuss children who are transferring to the Senior School. The SLNAW and Head of Learning Support also meet to discuss current SEND and SLN pupils who are transferring to the Senior School.

### **Screening**

In Upper Third, Upper Fourth and Lower Sixth, the reading speed, comprehension and vocabulary of all pupils is assessed using Lucid Exact. This test identifies pupils with visual processing difficulties who have not reached the expected level for their age and is also a useful indicator of underlying difficulties such as dyslexia or dyspraxia. Additional screening is undertaken on an individual basis if concern is raised at other stages of a pupil's school career by class teachers or parents. Parental consent is always sought before this screening is undertaken.

### **Progression between academic years**

In the Prep school, handover meetings are held between the current class teacher and the new form teacher. In Senior School, the House Team, Deputy Head (Pastoral), Academic Director and Head of Learning Support hold a handover meeting, and at the start of the academic year, the SLNAW, Head of Learning Support and School Nurse brief staff on the needs of specific pupils and any relevant strategies.

### **Baseline data and tracking**

In the Prep School, all pupils complete baseline assessments at the start of an academic year. Progress against this data, which indicates general abilities, is determined by assessments taken at points throughout the year, as agreed by the Academic Team. Reception, Year 3 and Year 6 take PIPS assessments; these provide information on general abilities and numeracy and literacy skills.

Pupils in Upper Third and Lower Sixth complete the MidYIS and ALIS baseline tests. Progress against targets set based on these tests is monitored throughout the year by the Academic Director, Heads of Department and Heads of House, who refer any relevant concerns to the Head of Learning Support.

### **Staff referral (academic) – Prep School**

Teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the class or subject teacher will work with the SLNAW to use the plan-assess-do-review model. If a child continues to make less than expected progress, a screen will be carried out which requires consent from the parent.

Pupil Progress Meetings are held each term and the progress of children is monitored closely to ensure that all children are making progress. The Deputy Head (Prep.) and the SLNAW assist staff in analysing the results of these assessments. Staff assess pupils' academic progress as part of the learning process each term and additionally make observations and judgements on pupils' social and emotional development on an ongoing basis. Where a member of staff has a concern about a pupil they can consult the Pastoral leader, the SLNAW and / or the school nurse as appropriate. Parents are informed and consulted.

### **Staff referral (academic) – Senior School**

Pupil progress is routinely monitored by teachers and departments through informal and formal assessment, the Academic Committee, Heads of House and Heads of Department monitor performance through the school assessment system every half term, where any concerns will be investigated and referred on as necessary. If a member of staff is concerned that a pupil they teach might have a Learning Support need the teacher should, in the first instance, email their concerns, preferably with evidence of the pupil's underperformance, to the Head of Learning Support who will then ascertain whether the difficulty is across the curriculum or subject specific. If no concerns are raised by other subjects no further action will be taken by the Head of Learning Support at this stage. The Head of Learning Support or relevant Head of Department will give the teacher advice on how to support the pupil; for example, increased emphasis on differentiated work or modified resources. The pupil will be monitored through the assessment and reporting system and action taken as appropriate.

Teaching staff may raise concerns at any point in the academic year. The Head of Learning Support will collate information from teaching staff and communicate as necessary with the Academic Director and Head of House. Based on this information, it may be recommended that parents request an assessment by the Head of Learning Support, a specialist teacher or educational psychologist.

### **Staff referral (pastoral or medical)**

Emotional, social and mental health difficulties can be identified by any members of school staff and are most likely addressed through the school's pastoral system including subject teachers, form tutors, the School Nurse, House Mistress/Master and counsellor. All staff should be alert to changes in attitude and behaviour, which may indicate such difficulties, and involve pastoral staff, the School Nurse and the SLNAW/Head of Learning Support, as appropriate.

### **Self-referral and parental concern**

Parents or pupils may raise concerns about progress or difficulties directly with a member of the academic or pastoral teams. The nature of the issue raised will determine the initial course of action and it may be necessary to investigate the matter further before taking any action. Where the concern is raised directly with the SLNAW/Head of Learning Support, they will consult with the relevant

teacher and Head of House, if appropriate, and determine whether adjustments are required, or if screening or referral to an external specialist is required.

Where a pupil is identified as having SEN, parents will be formally notified.

### **Provision**

Streatham & Clapham High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/SLN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learners, abilities and preferences of individual pupils. The Head of Learning Support/SLNAW informs staff which pupils are on the SEN or SLN register(s) and updates staff when their needs change.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN/SLN. Learning Support is part of the school's induction and appraisal procedures, and the SLNAW/Head of Learning Support is regularly available to provide advice and a range of suitable resources for managing best classroom practice. This includes suggested strategies on differentiation or working memory, supporting pupils who have different learning needs such as dyslexia, dyspraxia, hearing impairments, Asperger's or ADHD. Information/guidance about types of special needs and practical advice on teaching strategies can be found in the Learning Support folder on the group drive, in the teacher file at the Prep School, and in the staffroom at the Senior School. The SLNAW/Head of Learning Support are always available for staff and may accompany teachers when meeting with parents.

The first level of support for pupils experiencing difficulties takes a graduated approach in the form of a four-part cycle where teachers assesses the pupil's needs, draws on a range of evidence, plans appropriate differentiation or interventions, and puts these into practice, reviewing the outcome. (Assess, Plan, Do, Review.)

Following the graduated approach, if a pupil continues to fail to make the expected progress, the SLNAW/Head of Learning Support will be involved to assess the pupil using screening materials which will aid all staff in establishing what the underlying issues may be. The outcomes of this assessment will dictate the nature of further support. A personalised approach may include:

- In the Prep School, further differentiation in the classroom, supported and directed by the SLNAW;
- Access to specific resources: equipment – e.g. personal laptops - software programmes, resources e.g. adapted pencils/pens, overlays, coloured paper, e-books and audio books, posture packs;
- Additional specialist teaching through support services, external professionals/agencies or private tuition, which is provided at an additional cost to the parent;
- Small group sessions taught by the Learning Support Department or relevant subject specialist during lessons, before school, at lunchtime, after school or, in the case of Sixth Form pupils, during a study period;
- Lunchtime workshops, focusing on reading strategies, organisational skills and essay writing skills as well as revision and examination techniques;
- Extra-time in examinations or modified resources;

- Pastoral support access to counselling service, My Space Matters. Initially provided at the expense of the school and then at a cost to the parents.
- Referral to external specialists SALT services, OT and EP.

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly to inform future support.

### **Examinations and access arrangements**

Recommendations for access arrangements will be based on the current JCQ criteria and the AWLSL/Head of Learning Support will liaise with the Second Master, Academic Director, Examinations Officer, parents, and pupils, as to appropriate arrangements. Teachers will supply the Head of Learning support with evidence of need so that a substantial and clear picture of this being a pupil's normal way of working can be established.

If parents have commissioned a private specialist teacher or EP report, it is up to the professional judgement of the SLNAW/Head of Learning Support if she is able to accept that the findings in the external report are in line with JCQ guidance. Parents need to be aware that having a private report is no guarantee of access arrangements being awarded.

Pupils requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons and have an identified need that is not addressed by other appropriate adjustments. Pupils in the Prep school will have access to a school laptop and Senior pupils should provide their own laptop and be responsible for its safety during the term. During exam periods, pupils will use school laptops.

Pupils in KS3, who may require access arrangements in future, will be monitored and evidence collated to measure the case for additional time or other concessions. Concessions for public examinations will be confirmed prior to their start in writing to the pupil.

Further details about access arrangements can be found in the access arrangements policy.

### **Gifted and Talented Pupils**

The SLNAW//Head of Learning Support may contribute to identifying a pupil as able, gifted and talented whose ability is masked by literacy or presentational difficulties. Where a pupil is identified as such, the school will endeavour to extend the pupil using a range of activities, including off-curriculum work, extended open-ended topic work, involvement in booster groups, or involvement in the extra-curricular activities programme.

### **Links with other Policies**

This policy should be read in conjunction with the English as an Additional Language Policy, the Behaviour Policy, special access policy, the curriculum policy, GDST inclusion and equal opportunities policies.

### **Monitoring and Evaluation of this Policy**

The implementation of this policy will be reviewed, monitored and evaluated via:

- the outcomes of school inspection;
- review of public examination results;
- review of internal examination results;



- use of pupil voice and feedback from parents;
- periodic audit in consultation with the Academic Committee.

### **Complaints about Additional Learning Needs Provision**

If a parent has a concern about SEN or SLN he/she in the first instance should raise the concern with the SLNAW/Head of Learning Support. If a parent wishes to make a complaint they should refer the School's complaints procedure.

## Appendix

### Admissions Arrangements

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Streatham & Clapham High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SLNAW/Head of Learning Support at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests. Extra time is given as long as the child's processing speed or working memory standardised score is 84 or below.

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 child and parents.

### Identification and Assessment: Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Streatham & Clapham High School is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Supported Learning Needs (SLN) is the designation used by the school for pupils who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/SLN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs. Children may have a disability/SEN/SLN either throughout or at any time during their school career, and may have SEN/SLN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/SLN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive Learning Support for their language development.

**The SEN Code of Practice outlines four broad areas of need which can help with identification:**

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with Asperger's Syndrome, or who are on the Autistic Spectrum, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as

well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi--sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may co-exist across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.