



# LEARNERS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) POLICY

## 1. INTRODUCTION

- 1.1 Tudor Hall School is an inclusive environment that aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic progress and personal development.
- 1.2 The school has high expectations of all our pupils and we strive to ensure that no pupil is refused access to opportunities based on their protected characteristics.
- 1.3 We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) bring to school life.
- 1.4 In accordance with the Equality Act 2010, the SEND code of practice 2015 (updated April 2020) and the Children and Families Act 2014, we take reasonable steps to ensure that disabled pupils and applicants including those with EHC plans are not put at a significant disadvantage in comparison with others.

## 2. OBJECTIVES

- 2.1 To educate pupils with SEND alongside their peers within the normal curriculum of the school or as appropriate, following a specially adapted curriculum designed to maximise opportunities for pupils with SEND to demonstrate progress and move to the next stage of education.
- 2.2 To educate pupils so that they can make progress, reach their full potential and develop independent learning skills, confidence and skills for life.
- 2.3 To continue to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to participate.
- 2.4 To improve the provision of information to disabled pupils which is readily accessible to those who are not disabled.

## 3. SUCCESS CRITERIA

- 3.1 Appropriate learning challenges are set.
- 3.2 Pupils' diverse needs are met.
- 3.3 Potential barriers to learning and assessment for individuals and groups of pupils are overcome.
- 3.4 Reasonable adjustments are in place to ensure that pupils are not refused access to opportunities because of their SEND.

## 4. METHODOLOGY

### 4.1 Implementation

#### 4.1.1 Admissions

- The school's Admissions Policy explains that applications from all who have the ability and aptitude to access an academic curriculum are welcome.
- Parents/carers of pupils with SEND are advised to discuss their child's requirements with the school before assessment days so that adequate provision can be made for them.

- Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for any special arrangements.
- The Headmistress and Head of Learning Support monitor the annual intake to ensure that pupils with SEND (with or without Ed. Psych. Reports) are fairly assessed, have not been refused admission or been subjected to unlawful discrimination on the basis of their SEND.
- The Deputy Head Academic and Head of Learning Support liaise with prospective parents/ guardians, pupils and feeder schools to ensure they are fully informed about any adaptations or support that may be required for the pupil to participate in the Tudor Hall curriculum.

#### 4.1.2 Identification of SEND

- Prior to entry, admissions testing will identify pupils who may need additional support to access the Tudor Hall curriculum. Recommendations will be discussed with parents or guardians prior to entry.
- All new pupils are assessed within the first half of the autumn term to ensure additional learning needs are identified even if they have not been at the pupil's previous school. If at this stage additional needs are identified, they may, after consultation with parents/ guardians, have a further assessment with a specialist who has a pre-existing relationship with the school.
- At any time, pupils may refer themselves for assessment or assistance from the Learning Support department. Any member of staff may also refer a pupil. Information will then be gathered by the Learning Support department to support a referral for further assessment if needed, adaptations to normal ways of working or for 1:1 Learning Support or Learning Mentoring lessons.

#### 4.1.3 The Learning Support Register and maintenance of records

- Once a pupil has been found to have a SEND their details are entered onto the Learning Support register which is updated and maintained by the Head of Learning Support.
- The results of assessments and any special teaching recommendations or other interventions from specialists or the learning support department are noted and disseminated to all staff working with each pupil. Pupil passports and ILPs are also accessible to staff and tutors.

#### 4.1.4 Evaluation of pupils' progress

- Individual Learning Plans (ILPs) are prepared for all pupils being assisted by the Learning Support department which are used to monitor their progress. When appropriate, meetings around the child including external professionals and all staff involved in that pupil's care may be called. Parents/ guardians and pupils are always informed of points for action and any decisions made during these meetings.
- If or when pupils stop learning support lessons, their progress continues to be monitored by the Head of Learning Support. Some pupils may continue to receive support towards becoming an independent learner through Learning Mentoring.

#### 4.1.5 Provision for SEND

- Whilst accommodation for learning differences is made in curriculum lessons as a matter of course, bespoke individual or small group Learning Support lessons are a chargeable extra. Parents/ guardians are asked for permission before support is given and an agreement to any charges is sought prior to support commencing. The lessons usually take place in the Learning Support department outside lesson times.
- The Learning Support department has staff who are experienced in specific learning needs. If a pupil needs more specific help e.g. for speech /communication needs, the department may seek advice from a specialist. Specialist mathematics support is available for pupils with SEND. There is a comprehensive range of tests and resources for assessment, teaching and learning.

#### 4.1.6 Liaison with Parents/ guardians

- Communication between parents/ guardians and the Learning Support department is essential to ensure that the pupil's needs are being met and parents/ guardians' views are recorded. The Head of Learning Support endeavours to keep parents/ guardians fully informed at all times. Parents/ guardians have a list of contact details; they are encouraged to keep in contact with the learning support teacher and expected to meet the Head of Learning support and/or their daughter's learning support teacher at parent-teacher consultations. Reports on progress during learning support lessons are provided with each full report cycle.

#### 4.1.7 Liaison with teaching staff

- Teaching staff are expected to refer to and act on information in the learning support register and ILPs at all stages of a pupil's career in the school. This will help them to differentiate the curriculum where necessary, to plan effectively, prepare the pupil adequately for examinations and support adapted examination access requirements if necessary.
- In turn, the Head of Learning Support expects to be kept informed about any issues, plans or interventions that might be affected by the pupil's SEND.

#### 4.1.8 Liaison with pupils

- The view of the pupil is of paramount importance to ensure that teaching, assessments, and interventions meet her individual requirements.
- Each pupil is always given the opportunity to discuss their needs and asked to agree any adapted examination access requirements being put in place.
- Each pupil is made aware of the results of assessments and recommendations.
- Each pupil is told about the 'open door' policy of the Learning Support department so they are welcome to seek help at all times.

#### 4.1.9 Pupils are supported by quality teaching in the classroom and a range of strategies to ensure all pupils are able to access learning and cocurricular opportunities, including:

- Seating arrangements in the classroom, a range of methods of delivery of instructions and making written information accessible in different ways or in advance.
- Appropriate information sharing to ensure that staff who look after pupils or take them on trips are aware of pupils' SEND to ensure any essential adaptations are made or support provided.
- Teaching assistants to work with individual pupils or groups according to their SEND.

#### 4.1.10 Applications for additional access arrangements for public exams

- Where appropriate, prior to public examinations, the Head of Learning Support makes applications to the examination boards for any reasonable adjustments, such as extra time or the use of a reader, which might be necessary to ensure that the pupil has the best chance of demonstrating their ability. These applications need to be made within a set time frame and according to procedures and strict regulations set by JCQ. Parents/ guardians and pupils are asked for cooperation in these matters so that the school may abide by these regulations.

#### 4.1.11 Transition to further education/employment

- The Head of Learning Support liaises with subject teachers, tutors and pupils when applications are made to colleges or university and is available to liaise with Learning Support Departments and places of employment.

#### 4.1.12 Staff in Service Training

- The Head of Learning Support and Deputy Head Academic are responsible for ensuring appropriate teaching strategies are shared with teaching staff to support pupils with SEND in the classroom. Learning Plans and Pupil passports, written in the pupil's voice, provide teachers with valuable information about strategies that best support each individual in lessons and are reviewed regularly.
- The Learning Support Staff are encouraged to update their knowledge of SEND on a regular basis.

- 4.2 Three-Year Accessibility Plan
- A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined in the Equality Act 2010).
  - The accessibility plan to improve the physical environment and provision of information for those with disabilities is at Annex A.
- 4.3 Monitoring
- All staff are responsible for ensuring pupils with SEND are well supported. Overall Responsibility for SEND rests with the Governing Body and the Headmistress, delegated to the Deputy Head Academic and the Head of Learning Support.
- 4.4 Head of Learning Support
- Oversees the day-to-day operation of the school's SEND procedure.
  - Works closely with the Deputy Head Academic and the Deputy Head Pastoral to ensure the needs of all pupils with SEND are met and they are supported to make progress.
  - Liaises with and advises fellow teachers.
  - Manages the teachers in the learning support department.
  - Liaises with admissions to ensure appropriate access arrangements are provided for entrance assessments.
  - Analyses assessment data and information from feeder schools to provide suggested support plans or adaptations to the curriculum for pupils with SEND prior to entry.
  - Is responsible for ensuring that Parents/ guardians are clear about the support available to their daughter on entry and the programme of study they will follow.
  - Coordinates provision for pupils with SEND
  - Maintains and oversees the records of pupils with SEND.
  - Liaises with parents/ guardians of pupils with SEND.
  - Contributes to and organises the training of staff on matters to do with SEND and best practice.
  - Liaises with outside agencies and other relevant professional bodies, such as educational psychologists.
  - Supports applications for and conducts the annual review of any student with an EHC plan.

## 5. EVALUATION

- 5.1 The Head of Learning Support and the Deputy Head Academic are responsible for reviewing this policy and ensuring that, as legislation changes with regard to this area, the policy is accurate.
- 5.2 The Bursar and Deputy Head Academic are responsible for reviewing the progress of the three-year accessibility plan at least annually to identify progress towards improving accessibility.

## 6. REVIEW

This policy will be reviewed every three years unless there is a change in legislation.

Reviewed by Deputy Head: 18th April 2023

Approved by Education and Welfare Committee: May 23