

All Hampstead Hill School Policies are always to be read and considered in conjunction with Accessibility Plan, Behaviour Policy, Equal Opportunities Policy, Equality Policy, Diversity Policy. This Policy of Hampstead Hill School applies to all sections of the school including the Early Years Foundation Stage.



Hampstead Hill School

Special Educational Needs and Disability Policy

1. Aims

Our SEND Policy aims to:

- Promote and enhance the aspirations and expectations of all pupils identified with Special Educational Needs and/or Disability.
- To provide an inclusive learning environment which focuses on and supports positive outcomes regardless of Special Educational Need and/or Disability.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- <https://www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real>

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is: Jill Forster sendco@hampsteadhillschool.co.uk 020 7435 6262

They will:

- Work with the Senior Leadership Team and Senior Management Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Strategic leadership Team and Senior Management Team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Principal

The Principal will:

- Work with the SENDCo and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identifying pupils with SEND and assessing their needs

5.1 Identification & Assessment

Stage 1

We ask to be made aware of any parental concerns at the point of admission.

Once enrolled, staff quickly get to know children very well at HHS and these are the ways in which need is most often identified:

- ✓ Teacher knowledge
- ✓ Via the annual structured Learning Conversations between teachers and SENDCo.
- ✓ Occasionally end of year assessments might highlight a difficulty
- ✓ Parents may raise a personal concern to the classroom staff or SENDCo

Stage 2

Following the initial concern, the perceived issue will be investigated by;

- ✓ SENDCo observation
- ✓ Internal paper based assessment, carried out by staff and SENDCO through observation

If the SENDCo, in collaboration with parents, feels that external advice would benefit the child, a referral is made either privately and/or via the Local Authority/NHS depending on parental preference. Once an external report is received, parents are encouraged to share it with the School and to meet with the SENDCo and Class Teacher to discuss the outcomes and recommended next steps for home and school.

Assessment:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and involving pupils and parents

Parents as Partners:

HHS fully recognises the role that parents and other caregivers play in their child's educational journey, and acknowledges that parents are pivotal partners in identifying and meeting the needs of pupils with SEND. Interventions at school, especially when a programme of support has been devised by an external professional, are only truly successful if support is continued in the home setting, and we extol parents to ensure that time is given to continuing any such programme at home and in the holidays.

At HHS we provide a nurturing environment for your child to thrive in all areas of their Learning and Development. Parents are always welcome to email or arrange meetings with the SENDCo to discuss progress and concerns throughout the year.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.3 Assessing and reviewing pupils' progress towards outcomes

Provision: The Graduated Approach

Wave 1

At HHS we begin by using differentiated teaching methods to support pupils' learning needs, as part of our Quality First Teaching approach.

Wave 2

For some pupils, classroom adaptations are not enough on their own. At this stage, we might provide more in-class assistance, ensuring that the pupil receives as much 1:1 support from the classroom staff during lessons as possible. For most pupils, this allows them the extra time they need to process information at a comfortable speed and to continue accessing the whole curriculum through whole class teaching.

Wave3

This is for pupils who present with greater barriers to learning, and for whom waves 1&2 have not proven sufficiently successful. For these pupils, we provide space for privately engaged external professionals to deliver 1:1 sessions during the school day, (for example Speech & Language Therapy), and, in Upper School, withdrawal groups for consolidation in the core subjects enabling access to as much of our accelerated curriculum as possible.

Assess, Plan, Do, Review: Individual Education Plans (IEPs)

Depending on the nature of the difficulty, some pupils at Wave 3 will have an Individual Education Plan, (IEP). This action plan clearly identifies the goals towards which the pupil is working in order to enhance their inclusion, and they are often set in collaboration with a third party external professional such as a Speech or Occupational Therapist. These plans are invariably devised in collaboration with parents and are reviewed at SENDCo coordinated termly meetings between teaching staff and parents.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, if appropriate
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to and will respond to such requests made by other schools or settings.

5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We are also able to provide or facilitate the following, depending on each individual case:

- 1:1 reading sessions
- Enhanced level of in-class 1:1 support
- Small group activities
- Access to in-house peripatetic SALT (cost to be met by parents)
- An undertaking to facilitate time away from school for external professional support such as OT

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A commitment to Teleteaching, whenever possible, via Teams, for children who are unable to attend for reasons of SEND

5.7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Via pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.8 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.9 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Philosophy for Children (P4C) is embedded in our curriculum
- SEN children engage in mindfulness & yoga sessions, embedded in our curriculum
- Lower and Upper School divisions have staff members individually responsible for overseeing pastoral care
- We have a zero tolerance approach to bullying which is reinforced via our curriculum programme of PSHE & PSHCE and annual whole school focus on Anti Bullying Week.

5.10 Working with other agencies

We work closely with other agencies including:

- Local Area SENDCo for Camden LA
- NHS & private SLT, EP & OT professionals

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to The Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and equipment

5.12 Contact details for raising concerns

Andrea Taylor, Principal andrea@hampsteadhillschool.co.uk 020 7435 6262

Jill Forster, SENDCO sendco@hampsteadhillschool.co.uk 020 7435 6262

Head of Upper School ushead@hampsteadhillschool.co.uk 020 7435 6262

5.13 The local authority local offer

Our local authority's local offer is published here:

<https://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCo annually. It will also be updated if any changes to the information are made during the year.