



FARLINGTON

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

The SEND Policy applies to the whole School including the Early Years Foundation Stage.

Introduction

We welcome all children who can make the most of the opportunities that are offered and can flourish in the caring environment of the School. Every pupil is valued and encouraged as an individual to develop confidence in themselves and as a learner. We value diversity and individuality and in accordance with The Equality Act 2010 believe that all pupils should be treated equally, irrespective of race, colour, nationality, ethnic origin, sex, sexual orientation, disability or religious beliefs. We are committed to treating every pupil as an individual, fairly and without discrimination, as well as providing them with opportunities to thrive and achieve their full potential. Pupils who are accepted into the School with recognised special educational needs or a disability will receive appropriate help and support. Independent schools must also have a regard to the Special Educational Needs and Disability Code of Practice 2014. The guidelines set out in this policy have been established in order to highlight the School's processes and establish how we ensure that each pupil receives the appropriate level of intervention and support in relation to their needs.

Learning Support Department aims

The main aim of the Learning Support department is to provide support to pupils where a need has been identified with an effective, efficient and well monitored system that meets the needs of the pupil, their family and the school. Through effective monitoring, identification and within school processes and assessment, we seek to work in collaboration with the pupils, their teachers and family in order to provide effective support that breaks down their barriers to learning. We monitor differentiation within classes, offer small group and one to one additional specialist lessons as well as support with study skills.

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; or**
- (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 schools within the area of the local education authority**
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.**

Code of Practice 2014. See Section 312, Education Act 1996

Learning Support Staff

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Our Learning Support department is staffed with experienced professionals who are able to support pupils with a variety of needs such as; dyslexia, ADHD, ADD, dyscalculia, mild Asperger's, and speech and language difficulties.

Admission

Admission into the Prep School, Senior School and Sixth Form depends on whether the School feels confident that they can meet the needs of the prospective pupil and develop to the best of their potential. Further details on the admissions process can be found in the School's Admissions Policy.

It would be advisable for parents of pupils with known difficulties such as a specific learning difficulty or disability to discuss any requirements before their child takes the entrance exams so that the School can make suitable provision for them. This may be in the form of Educational Psychologists assessment, medical report or school report from a specialist teacher.

Entrance examinations or other forms of assessment are taken by all prospective pupils to consider if the pupil would be able to manage the academic school curriculum. After consideration of the results of the assessments, together with school and/or other professional reports, the decision is made by the Headmistress and the Senior Leadership Team as to whether a place will be offered. Whilst the school can provide support for pupils with special educational needs such as a specific learning difficulty and/or disability, the School is not staffed to support pupils with advanced, complex or severe educational or psychological difficulties. The School reserves the right not to admit pupils whose needs it cannot meet after reasonable adjustments have been considered. The Headmistress' decision will be final in all cases.

Pupils with a specific learning disability and/or disability may require specialist provision and/or consideration. During the admission process, the wishes, needs and support of the pupil as well as those of their family are carefully considered. Thorough discussions are had with the pupil's family concerning the adjustments and provision that may be necessary or will be made for their child before they become a pupil at the School.

Identification

Although pupils may have a known difficulty, need or disability upon entrance, there are some cases when this is only identified during their time at the School. Through our assessment and monitoring processes there may be cases where pupils are identified as having a difficulty and additional investigation and/or assessment (either within the School or professionals outside the School) may be warranted. The Learning Support & Challenge Department may advise referral and assessment to outside agencies or professionals, such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists.

Assessment

Prep School

All pupils sit reading and spelling tests during the Autumn Term. Those girls who receive extra support for literacy will sit additional reading and spellings tests in February each year. The tests used are:

- New Graded Reading Test
- Helen Arkell Spelling Test II
- Graded Reading Test II

Other assessments may be conducted from time to time if a pupil is referred to Learning Support by their teachers or if they have been identified by the assessments mentioned above (please see 'identification' section above). The SENCo may recommend that the pupil is assessed further by another professional such as an Educational Psychologist or Speech and Language Therapist. The costs of any assessments conducted outside of the School are borne by parents.

Senior School

Assessments are conducted at the beginning of Year 7, Year 10 and the Lower Sixth. The assessments used are:

- GRT or Kirklees Reading comprehension
- Vernon Spelling
- MALT Maths assessment
- MidYis (Senior School, Years 7 and any new girls in Years 8 and 9))
- Yellis (Year 10)
- Alis (Sixth Form)

Additionally, pupils in Years 7, 8, 9 and 10 are assessed for reading comprehension and spelling during the internal summer examinations week.

Other assessments may be conducted from time to time if a pupil is referred to Learning Support by their teachers or if they have been identified by the assessments mentioned above (please see 'identification' section above). The Head of Learning Support may recommend that the pupil is assessed further by another professional such as an Educational Psychologist or Speech and Language Therapist. The costs of any assessments conducted outside of the School are borne by parents.

Measurement of progress

Prep School

In the Prep School, progress is measured throughout the year by Class Teachers using weekly spelling and tables tests, module tests, School examinations, and SATS Tests for Prep 6. In addition to this, PIPS are used in Reception, Prep 1, Prep 3 and Prep 5. The SENCo monitors reading and spelling progress with the yearly and bi-yearly reading and spelling assessments. The progress of those on the Learning Support Register as well as those that have been raised as cause for concern is monitored by the SENCo.

Senior School

Progress is measured throughout the year by the Heads of Year, by progress reports and the end of year examinations. Grades and examination results are compared with ALIS predictions for the Sixth Form and MidYis for the Senior School. Reading comprehension and spelling assessments are conducted between Years 7 and 10, and progress is monitored by the Head of Learning Support. The progress of those on the Learning Support Register as well as those that have been raised as cause for concern are monitored by the Head of Learning Support.

Exam Access arrangements

Pupils who have been screened and identified with specific needs or difficulties may be eligible for exam access arrangements for internal examinations, SATS, GCSE and A levels. The Prep School Deputy Head administers exam access arrangements in the Prep School. Assessments and applications in the Senior School will be conducted in accordance with current JCQ regulations by the Head of Learning Support, who is qualified to apply for formal exam access arrangements. Assessments are conducted at the end of Year 9 or at the beginning of Year 10. Access arrangements are discussed with the pupil and their family prior to examinations. Supporting evidence may come from an Educational Psychologist's assessment, but this may only form part of the application to the JCQ, the awarding body for formal exam access arrangements. Current legislation asks that schools provide evidence of a 'normal way of working' in school. The decision to award and apply for exam access arrangements rests with the Head of Learning Support in the Senior School and the Deputy Head in the Prep School, but is made in conjunction with the pupil's teachers and by considering the pupil's normal way of working in class. If, for example, a pupil would prefer to type in their examination, but this is not their normal way of working in class, tests or examinations, and the pupil has not been assessed by the Learning Support department, then the use of a laptop in examinations will not be granted. Examples of various types of exam access arrangements are: extra time, a reader, scribe, enlarged text and use of a laptop. The pupil's consent will be required in order to formally apply for their exam access arrangement. Applications for formal exam access arrangements are made by the Head of Learning Support with the Examinations Officer at the beginning of Year 10 and the Lower Sixth.

Individual and small group learning support and study support lessons

Individual and small group learning support and study support lessons are tailored to the needs of each pupil. The lessons may focus on literacy and/or maths or science, study skills, organisation or revision. Pupils who attend extra learning support lessons may do so either on an individual or group basis. All attempts are made to avoid taking pupils out of core subjects. Discussions with parents, the pupil and teachers are central to the timetabling of these lessons. Part of the cost of these lessons is borne by parents and the rest is covered by the School.

Student Profiles

In conjunction with the new code of practice a new form of Individual Education Plan now called a 'Student Profile' is being used by the School. This is much more pupil-focused and is constructed in conjunction with the pupil's thoughts and wishes as well as their teachers and parents. In the Senior School the pupil constructs their own personal profile, which includes targets and how they would like to be supported in the classroom. In the Prep School, the pupils are encouraged to identify areas of strength as well as skills that they would like to improve. They are assisted with identifying realistic, achievable and measurable targets to meet the areas of greatest need. Both the pupil and their parents are assisted in establishing ways in which they can support the development of skills in the home environment. Targets in both the Senior School and Prep School are reviewed every six months.

Statements of Special Educational needs and Education Health and Care Plans

Statements are now being replaced by Education Health and Care plans (EHCP) and eventually all pupils with a statement will transfer to an EHC plan. Pupils who have either a statement or EHCP from their local authority and who are able to manage the School curriculum are welcomed. Whilst the School can provide support for pupils with special educational needs such as a specific learning difficulty and/or disability, the School is not staffed to support pupils with advanced, complex or severe educational or psychological difficulties (see 'admission' for further details).

An annual review is held for all pupils with either a statement or EHCP. This is an opportunity for relevant parties to discuss and evaluate the effectiveness of the support and provision, as well as the pupil's progress and meeting of targets/outcomes against the EHCP objectives/outcomes.

Partnership with parents and pupils

The Learning Support team endeavours to work closely with parents to implement, evaluate and monitor the support of their daughter. This may take the form of face-to-face meetings, telephone conversations or e-mail. Parents have the opportunity to meet with the Head of Learning Support at formal Parents' Evenings. We encourage parents to keep in regular contact with the Learning Support Department and can arrange additional meetings to discuss progress or concerns throughout the year. As a school, we very much value parents' contribution and consider that they form an intrinsic part of their child's education. We aim to work as a partnership with parents to enable the most appropriate support and education for their child. This ethos is mirrored with pupils. Pupils are encouraged to actively discuss their support, provision and learning throughout their time at the School. This ethos is evident with our 'student profile' (see above) which is constructed in collaboration with the pupil and their teachers, with the pupil's wishes at the heart of the process. The pupil constructs their own personal profile, which includes targets and how they would like to be supported in the classroom. These are reviewed with the pupil every six months.

Working with teachers

Teachers at the School are actively involved in supporting pupils with additional needs or disabilities and work with the Learning Support Department to provide the best learning outcomes for the pupils. They are involved in target setting and evaluating of progress on the 'Student profile' as well as monitoring progress and differentiation in class.

Some pupils with an identified specific learning difficulty may not need any additional regular intervention other than differentiated teaching and in class targets. All pupils' progress is monitored (see 'assessment' and

'monitoring of progress') by teachers, the Head of Learning Support, Head of Assessment and Reporting and the Prep School SENCo.

Accessibility

As a school, we recognise that pupils with a learning disability may also have physical disabilities. Parents with pupil who have a disability may wish to read the Accessibility Plan which is available on request. The School endeavours to work with parents and professionals to consider reasonable adjustments that enable equal opportunities of access to the curriculum within the means of the School.

Related policies:
Admissions Policy