

# HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



## SEND Policy

## 1 Aims

- 1.1 The aims of this policy are to:
- 1.1.1 identify and assess children with SEND as early as possible.
  - 1.1.2 work in partnership with parents and other professional agencies to ensure the best possible outcomes for children with SEND.
  - 1.1.3 consult and involve young people with SEND about their education.
  - 1.1.4 ensure all staff have access to information and advice to support pupils with SEND through quality first teaching.
  - 1.1.5 provide access to a broad and balanced curriculum that is differentiated in a way that supports children with SEND.
  - 1.1.6 maximise the progress and achievement for pupils with SEND through high expectations and an enriching and rigorous education.
  - 1.1.7 support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning.
  - 1.1.8 provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.
- 1.2 This policy can be made available in large print or other accessible format, if required.

## 2 Definitions

- 2.1 Children have special educational needs if they have a learning difficulty and/or disability which calls for special educational provision to be made for them. Special educational provision is typically anything different or extra to the educational provision made generally for children of the same age in a similar setting.
- 2.2 According to the SEND Code of Practice, 2014, children have a learning difficulty if they:
- 2.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or
  - 2.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools;
  - 2.2.3 are under five and fall within the definition at 2.2.1 or 2.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

2.3 There are four broad areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

There are a wide range of learning difficulties within these four broad areas of need including: dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder and autistic spectrum disorder.

2.4 A child must not be regarded as having a learning difficulty solely because the language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20 (4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support.

2.5 A child who finds a particular subject difficult does not necessarily have special educational needs; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

2.6 Childrens' learning difficulties may become apparent at any stage however our aim is to identify SEN as early as possible.

### 3 Policy statement

3.1 **The School:** Hill House International Junior School is a mainstream independent school which accepts boys and girls from the age of four years old.

3.2 **Provision:** The provision which we can make for children who have a learning difficulty includes: learning support in the form of quality first teaching, additional specialist teaching from the Learning Enhancement Department, and referrals to appropriate outside agencies (E.g. Educational Psychologists, Occupational Therapists, Speech and Language Therapists etc).

3.3 **Consultation:** We will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties so that teaching practices are tailored to meet the needs of any child with SEN.

3.4 **Safeguarding:** In accordance with the recommendations in Keeping Children Safe in Education (2024), consideration will be given, when a child on the SEN register displays concerning behaviour relating to child protection issues. It will not be assumed that these behaviours will relate to their educational needs and any concerns or disclosures will be shared in accordance with the school's safeguarding policy. Further details regarding SEND and safeguarding can be found in the school's Safeguarding and Child Protection Policy.

3.5 **Welfare:** The School recognises that pupils with special educational needs may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Please see the school's Anti Bullying Policy for further information. Although proactive measures will be

taken to monitor all pupil's on the SEND register, if parents are concerned about their child's welfare they can approach the pupil's form teacher, Senior Tutor or Head of House are available to discuss their concerns in private at any time.

- 3.6 **Disability:** The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability policy. The School will endeavor to make reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that a pupil be withdrawn from the School. The Accessibility Plan can be found on the School's website.
- 3.7 **Admissions:** The school welcomes pupils with disabilities and special educational needs providing we can offer them the required support for their additional needs. This policy should be read in conjunction with the school's Admissions Policy.

#### 4 Identification and Assessment of SEND

In accordance with the SEND Code of Practice, 2014, the graduated approach of assess, plan, do and review is followed regarding the identification and management of pupils with SEND.

- 4.1 **Quality first teaching:** High quality teaching is the first step to target areas which a pupil is finding challenging. Progress and attainment will be monitored closely.
- 4.2 **Observations and screening tools:** If, despite quality first teaching, pupils continue to make slow progress in a specific area or progress which is significantly less than their peers, the Learning Enhancement Department will become involved and an observation of the pupil may occur. If deemed necessary by the Learning Enhancement Department, screening tools may be carried out. The screening tools we use are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which may require further investigation or a formal assessment. The cost of screening tests is included in the tuition fees.
- 4.3 **Outcome of observations and screening:** If the outcome from our assessments give us reason to think that a child may have a learning difficulty, we will report and consult with parents as necessary and make recommendations.
- 4.4 **SEN Support:** Pupils with learning difficulties may receive additional support from the Learning Enhancement Department. We may offer a time during the school day where your child can attend a small group or 1:1 lesson which will concentrate on developing skills such as phonics, spelling, maths and handwriting. As far as is reasonably possible, learning support will be arranged with minimal disruption to core subjects. Parental permission will be sought for pupils to receive 1:1 Learning Enhancement Lessons. Learning support of this kind will be provided at no additional cost. Children's progress and needs will be monitored closely and, if necessary, we will recommend a formal assessment if learning support does not appear to be meeting a child's needs. Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review.
- 4.5 **Formal assessment:** If the screening results indicate that a child may have a learning difficulty which ought to be assessed without delay or if we feel that a child is not making

significant progress despite additional learning support, we will ask parents to agree to the child being formally assessed (for example, by an educational psychologist or clinical psychologist) and we will ask them to agree to follow his / her recommendations unless there are persuasive reasons to the contrary. Parents may consult a specialist recommended by the School, or one independent of the school's advice. The cost in either case must be borne by the parents.

- 4.6 **Education Health and Care plans (EHC plan):** In a small number of cases, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEN support provision, the SENCo, teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEN register if their needs are severe or complex. Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal. EHC Plans are reviewed annually.
- 4.7 **Code of Practice:** Our approach to the identification and management of learning difficulties is guided by the *Special Educational Needs and Disability Code of Practice 0-25 Years, September 2014*.

## 5 Management of SEND

### Special Educational Needs Co-ordinator (SENCO)

- 5.1 The SENCO must fulfil the following duties for the whole school:
- 5.1.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
  - 5.1.2 advising and supporting other staff in the School in order to fulfil quality first teaching;
  - 5.1.3 ensuring that appropriate SEN Learning Support Plans are in place and reviewed in accordance with the gradual approach;
  - 5.1.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated regularly;
  - 5.1.5 undertaking any other appropriate duties in accordance with the SEND Code of Practice, 2014
  - 5.1.6 helping develop the strategic direction and development of SEND provision within the school
  - 5.1.7 running the Learning Enhancement Department and the day to day provision made by the School for pupils with SEND.

- 5.1.8 monitoring the needs and achievement of pupils with SEND
- 5.1.9 implementing, monitoring and reviewing learning support for pupils with SEND and measuring their impact.
- 5.2 Teachers must fulfil the following duties:
  - 5.2.1 Ensuring 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
  - 5.2.2 Ensuring the progress and development of SEND pupils in their class, including where pupils access support from specialist staff.
  - 5.2.3 Providing a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
  - 5.2.4 Identifying pupils who may require special provision and to be placed on the school's SEND register (with support from the SENCo).
- 5.3 **Responsibility:** Parents bear the overall responsibility for taking decisions about the management of their child's SEN. It is the parent's responsibility to provide the School/Learning Enhancement Department copies of all advice and reports received from external professionals.
- 5.4 **External teaching/specialists:** If a teacher, in partnership with the SENCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as speech therapy, occupational therapy) a referral is made by the School to which all parties will have contributed. Close liaison is kept with specialised outside agencies working with individual children e.g. a clinical psychologist or doctor. Parents may opt for additional specialist teaching outside the School, provided that the Head of House is satisfied with the child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.
- 5.5 **Background Information:** Parents must provide the School with a copy of any report or recommendations which have been made in relation to special educational needs at a child's previous school or elsewhere within the last 12 months. As dyslexia and some other learning difficulties are often hereditary, it is important to know the child's family background.
- 5.6 **Examinations:** Children who have been diagnosed as having a specific learning difficulty may be eligible to apply for alternative arrangements to complete internal examinations and public examinations. This may include extra time, the use of a laptop, a reader or scribe. In date assessment reports from a qualified specialist e.g. an educational psychologist are required to allow for alternative exam provision. Examination access arrangements for public examinations are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards.
- 5.7 **Recording Evidence/Documentation**
  - 5.7.1 Once a pupil has been identified as having SEN or potential learning difficulties and data/observations indicate the child would benefit from additional support, the child's data will be added to the school's Learning Enhancement Register. The

register is centrally managed and regularly updated by the Learning Enhancement Department. All staff have access to the Learning Enhancement Register.

- 5.7.2 An individual SEN Learning Support Plan will be drawn up for each pupil who receives additional SEN Support in cooperation with the pupil's Senior Tutor and core subject tutors. The SEN Learning Support Plan is evaluated three times over the academic year and is shared and reviewed with both parents and teachers. The Learning Support Plans are shared with individual pupil's Senior Tutors and Subject Tutors. Reports from external specialists are held by the Learning Enhancement Department and also contribute to the Learning Support Plans.
- 5.8 **Transitions:** We recognise the value of developing strong links with the secondary schools to which our SEND pupils transfer. We also link with nursery schools to ensure a smooth transition for Early Years for those children joining Small School.
- 5.9 **Complaints Procedure:** Complaints about the special educational needs provision made for a child should be made in the first instance by the parents to the Head Master. Parents may also access the school's Complaints Policy.
- 5.10 **SEND Information Report:** The SEND Information Report, published on the school's website, is a guide for parents outlining how Hill House supports pupils with SEND.
- 5.11 **SEND Local Offer:** The Local Offer website provides information on services and support in Kensington and Chelsea for children and young people (aged 0 – 25) with special educational needs and disabilities (SEND), their families and carers. It is also a useful resource for professionals and service providers. The local offer can be found at <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

## 6 Alternative arrangements

- 6.1 **Withdrawal:** We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**
- 6.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- 6.1.2 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- 6.1.3 your child's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange;
- 6.1.4 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 6.2 **Alternative placement:** In any of these circumstances, we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

6.3 **Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice.

<b>Authorised by</b>	<b>Resolution of the Proprietors</b>
<b>Signed on behalf of the Proprietors</b>	<b>William Townend</b> .....
<b>Date</b>	<b>22 November 2024</b>

<b>Effective date of the policy</b>	<b>22 November 2024</b>
<b>Review date of the policy</b>	<b>21 November 2025</b>



