

# Hill House International Junior School



## **Special Educational Needs and Learning Difficulties Policy (Learning Enhancement)**

## 1 Aims

- 1.1 The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and the co-operation we will need from parents.
- 1.2 This policy can be made available in large print or other accessible format, if required.

## 2 "Special educational needs" and "learning difficulty"

- 2.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 2.2 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 do when of compulsory school age if special educational provision was not made for the child.
- 2.3 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.
- 2.4 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
- 2.5 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 2.6 Often children appear to display a 'spiky profile', which indicates a high verbal/nonverbal cognitive ability in comparison to their written output in class or test situations. Children's learning difficulties may become apparent at any stage when the educational pressure increases and affect the child innate ability as well as confidence and self-esteem.
- 2.7 In accordance with the recommendations in Keeping Children Safe in Education (September 2018), 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.

### 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.
- 3.2 **Provision:** The provision which we can make for children who appear to have a learning difficulty includes: learning support, additional specialist teaching, and referral to appropriate outside agencies (E.g. Educational Psychologist, Occupational Therapist, 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 and that teaching practices are appropriate.

### 4 Implementation and procedures

- 4.1 **Screening test:** The tests which 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 need further investigation or a formal assessment. The cost of screening tests is included in the tuition fees.
- 4.2 **Outcome of tests:** If the outcome of a test or any other circumstances give us reason to think that your child may have a learning difficulty, we will report and consult with you as necessary and make recommendations.
- 4.3 **Formal assessment:** If the test results indicate that your child may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by an educational psychologist and we will ask you to agree to follow his / her recommendations unless there are persuasive reasons to the contrary. You may consult an educational psychologist retained by the School, or one of your own choice. The cost in either case must be borne by the parents.
- 4.4 **Learning support:** If the test results indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment or a course of additional specialist teaching, we may suggest that your child gives up one of the normal curriculum subjects and instead attends a small learning support group which will concentrate on developing skills such as phonics, spelling, maths and handwriting. Learning support of this kind will be provided at no additional cost. Your child's progress and needs will be monitored and, if necessary, we will recommend a formal assessment if learning support does not appear to be meeting your child's needs.
- 4.5 **Education Health and Care plans (EHC plan):** 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 (Health Education and Social Care).
- 4.6 **Code of Practice:** Our approach to the detection and management of learning difficulties will be guided by the *Special Educational Needs and Disability Code of Practice 0-25 Years, September 2014*.
- 4.7 **Welfare needs:** The School recognises that pupils with special educational needs or learning difficulties 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. If parents are concerned about their child's welfare they can approach the pupil's form teacher, Senior Tutor or Head of House to discuss their concerns in private at any time.

- 4.8 **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 make all 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 you withdraw your child from the School (see 5.1below).
- 4.9 **Special Educational Needs Co-ordinator (SENCO):** Nicole Shipley is the School's Special Educational Needs Co-ordinator (**SENCO**). She has responsibility for:
- 4.9.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
  - 4.9.2 advising and supporting other staff in the School;
  - 4.9.3 ensuring that appropriate Individual Education Plans are in place;
  - 4.9.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
  - 4.9.5 undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs.
- 4.10 **Responsibility:** Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of additional teaching or learning support is encouraged to make arrangements accordingly outside the school with the school's guidance and recommendations. It is the parent's responsibility to provide the School/Learning Enhancement Department copies of all advice and reports received.
- 4.11 **External teaching:** 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.
- 4.12 **Background Information:** You must provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere within the last 12 months. As dyslexia and some other learning difficulties are often inherited, it is important to know the child's family background.
- 4.13 **Examinations:** Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with your child's Senior Tutor in good time with respect to this.
- 4.14 **Recording Evidence/Documentation**
- 4.14.1 Once the screening process has been completed and data/observations indicate the child would benefit from additional support, the child's data, including a brief summary of the child's background and assessment outcomes, will be added to the

schools Learning Enhancement Register. The register is centrally managed and regularly updated by all SEN staff.

- 4.14.2 From the information in the Learning Enhancement Register, an Individual Education Plan (IEP) will be drawn up for each pupil in cooperation with the pupil's Senior Tutor and core subject tutors that focuses on a maximum of three areas. The IEP is evaluated twice yearly and information is shared with parents. Copies of the Learning Enhancement Register and IEPs are given to Senior Tutors and Subject Tutors. All IEPs are held centrally in the Learning Enhancement Department.

## 5 **Alternative arrangements**

- 5.1 **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:**
- 5.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
  - 5.1.2 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
  - 5.1.3 your child's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange;
  - 5.1.4 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.
- 5.2 **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.
- 5.3 **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>21 September 2018</b>

<b>Effective date of the policy</b>	<b>21 September 2018</b>
<b>Review date of the policy</b>	<b>21 September 2019</b>