

# Belmont Mill Hill Preparatory School



## **SEND Policy**

## **Introduction to Policy**

This policy aims to encompass all appropriate issues relating to SEND that ensure a pupil's individual educational needs are met effectively.

Belmont (The School) believes that every child should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community. The School is committed to providing equal access for all pupils to the broad curriculum to which they are entitled within a supportive caring community, encouraging each child to achieve his or her personal best and develop into an independent individual,

Regard to guidelines of *The Code of Practice for SEN* (DfES 2014) and the guidance issued by the Equality and Human Rights Commission under the Equality Act 2010, has been considered to ensure the most effective learning experience for our pupils is provided in order that they may achieve their full potential.

### **Policy Objectives**

- To ensure that pupils with SEND will not be discriminated against and have equality of access to a broad and balanced curriculum, with other pupils within the school.
- To ensure the educational and welfare and provision for pupils with EHC plans
- To encourage a partnership process between parents, pupils and staff in the education of pupils with SEND
- To seek to identify, at the earliest opportunity, any child who may have special educational needs.
- To provide different levels of intervention, support and resources to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To strive to ensure that no child is discriminated against – in any area of school life, on the basis of her disability and / or SEND.
- To recognise the difference between a pupil who has a SEND and for whom English is an Additional Language (EAL), and in addition to be aware of those for whom both of these issues are present
- To raise staff awareness of pupil with SEND ensuring it is a whole school responsibility, encouraging differentiation of individual curricular programmes of study in order that pupils' individual needs are addressed.
- To accommodate examinations concessions in accordance with the relevant recommendations made in full diagnostic assessment reports, for example dyslexia/dyspraxia.
- To endeavour to ensure that each child with SEND and / or a disability is ensured a smooth transition into the School where pupils' current needs will be communicated and met.

- To continue to develop a positive attitude to areas of SEND through INSET, updates of appropriate developments in the area of SEND and access to the SEND Co-ordinator for staff to seek advice and support
- To continue to develop home/school partnerships
- To develop a partnership between teachers and pupils that encourages pupil confidence in the learning process

### **Definition of a SEND Pupil**

The Equality Act 2010 defines 'disability' as: *"a physical or mental impairment with a substantial long-term adverse effect on a person's ability to carry out normal day-to-day activities."* The Education Act 1996 says that a child has Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- A. *Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at A) or B) above or would do if special educational provision was not made for them.

*2014 SEND Code of Practice: 0-25 years*

### **Categories of Need**

Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Health Difficulties*
4. *Sensory and/or Physical Needs*

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they many have a

difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with AS, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspect of learning. This encompasses range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, display increased anxiety levels or a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

### **Inclusion**

#### **Inclusive Values, "Every teacher is a teacher of SEN"**

We are committed to ensuring that all children, no matter what their starting point, achieve to their full potential during their time at Belmont. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

### **SEND Co-ordinators**

There are two co-ordinators or SEND at Belmont: Marianne Corcoran is Head of Learning Support in Lower School and Libby Russo is head of Learning Support in Upper School.

### **Identification and Assessment**

- Belmont has a policy of early identification of additional needs.
- This begins with regular dialogue / informal conversations and discussions as well as regular meetings.

- Before a child starts at Belmont, information regarding children with EHCPs, Educational Psychologist or Occupational Therapist reports or those who have already had learning support, is passed on to the Learning Support Department and Head of Lower School.
- Meetings are arranged with parents to discuss the needs of children with who have already been diagnosed with a learning need or SpLD. This gives the parent an opportunity to tell the School about the strengths, difficulties and additional needs the child has. Any known needs are discussed and provision is planned.
- Once the child is in Belmont, The SEND Co-Ordinators (known as Heads of Learning Support) and Head of Lower School and Head of Years work closely together with class teachers and support staff to highlight any concerns or areas that may need to be monitored.
- Observations are a regular part of the school's practice and any cause for concern is discussed amongst those working closely with the child and then with the SEND Co-ordinators and Head of Lower School or Heads of Year.
- Staff who have concerns are required to complete a Referral Form which is then passed on to the Learning Support department to action.
- Regular consultation meetings take place between the class teacher and SEND Co-Ordinators. These are part of pupil progress and provision planning meetings and any concerns are raised and discussed.
- Parents are involved in discussions at this early stage either during the Parental Consultation meeting or at an arranged meeting.
- If a parent has concerns about their child, they are able to raise these concerns either at a Parental Consultation meeting or at any other time with the Class Teacher.
- The Class teacher will then liaise with the SEND Co-Ordinators and or Head of Lower School or Heads of Year to ensure that close monitoring and direct action take place.
- A second meeting is then arranged with the parent to discuss any further plans or action.
- Our regular monitoring and assessment procedures continue throughout the children's time at Belmont to ensure that any difficulties are picked up.
- We work hard to maintain good home/School links and parents are always welcome to speak to us if they have any concerns.

### **Learning Support Register**

The Learning Support Department keeps a Register of all pupils who have SEND. Documentation is updated regularly and briefly outlines a pupil's specific need. Documentation is made accessible to all staff. The Learning Support Register is maintained by the SEND Co-ordinator of Lower School and the SEND Coordinator of Upper School.

At Belmont, there is ongoing communication between the SEND Coordinators and teachers, informing them of pupil concerns, recommendation for support, strategies and new information from assessment.

### **Provision and Staffing**

The school adopts a graduated response in order to match provision to individual pupils needs.

- All children: Quality first teaching
- Groups of children: Differentiated activities
- Identified children: Provision and intervention groups
- Individual pupils: one to one targeted teaching
- Careful decisions will be made about which intervention groups will be targeted.

Following the recommendations of assessment (either school-based or external) support may be provided and may include:

- One-to-one tuition from a specialist teacher, SEND Co-ordinator or Learning Support teachers.
- A member of the Learning Support Department will work in class with the pupil / pupils.
- A pupil may be withdrawn in a small group to work through specific work or a structured programme.
- Speech and Language Therapy/Medical Treatment/Counselling

Advice regarding referral to these professionals can be obtained from the SEND Co-ordinators.

The Belmont school counsellor works to provide emotional support. Referral to the school counsellor must be made through the Head of Lower School / Heads of Year and then the Senior Pastoral Deputy Head. The counsellor works closely with the SEND Co-ordinator support to ensure any links are being made between emotional difficulties and learning difficulties.

Specialist teachers have a separate arrangement with parents regarding payment, as there is an additional cost involved. The specialist teachers are trained to support dyslexic and dyspraxic pupils, pupils with difficulties processing language. Pupils may also have specialist support with the occupational therapist or the speech and language therapist.

### **Statutory requirement for Pupils with Statement or EHC Plan**

The SEND Co-ordinator is responsible for the provision for pupils who come to us with a Statement or an Education and Health Care Plan to ensure they have an equal opportunity to access the curriculum. The SEND Co-ordinator will liaise with the nominated representatives from the relevant LA. Where a pupil has funding provided as part of their Statement or EHC Plan, the SEND Co-ordinator is responsible for the correct allocation of funding according to what has been agreed by the LA e.g. provision of a Learning Support Assistant, occupational therapy etc. The SEND Co-ordinator is also responsible for arranging regular multi-agency review meetings and the Annual Review meeting. The SEND Co-ordinator liaises with Learning Support Assistants, teachers, specialists and outside agencies to ensure that the best provision is provided to ensure the needs of the pupil are met.

### **Differentiation and Support**

All teaching staff are responsible for planning appropriate differentiation and learning tasks for all pupils on the Learning Support register.

Intervention, Provision and Support from the Learning Support Department include the following:

#### **Communication and Interaction:**

Additional in class support

Targeted activities

Small group teaching support in Maths and Literacy

Social Skills

One to one Speech and Language therapy (from an independent Speech and Language therapist)

One to one Social Stories

#### **Cognition and Learning:**

Additional in class support

Small group teaching support

Targeted activities

Precision Teaching

Phonic Group

Reciprocal Reading Group/ Guided reading

Writers Workshop

Toe by Toe

Nessy Learning Programme (1:1 ICT programme)

Beat Dyslexia programme

Reading Comprehension Skills programme (1:1)

One to one reading with Teaching Assistant

One to one reading with teacher

One to one reading and writing with Specialist teacher

Writing Skills (KS3 Brainbooster)

**Social, Emotional and Mental Health:**

Mentoring

One to One Learning Support

Study Skills (Brainbooster)

**Sensory and /or Physical Needs:**

1:1 handwriting support

1:1 Occupational Therapy (independent Occupational Therapists)

**Role of Pupils**

Belmont aim to involve all pupils in their own education. All pupils are regularly asked to evaluate their work, orally or in writing. Pupils with SEND are invited to attend review meetings where this is considered to be appropriate. The concerns and wishes of pupils are given priority, where this is appropriate.

**Parents**

The department sets out to liaise with parents and encourage them to have an active role in their child's education, encouraging an ongoing partnership process. We recognise that parents play a key role in enabling pupils to achieve their potential:

- Responsibility for informing school about any specific needs their child may have on entering school
- Responsibility for making themselves aware of the SEND policy of the school
- Encouragement to find out about relevant outside agencies. Requesting assessment as they feel to be necessary
- Invited to review meetings
- Encouraged to attend and contribute to review meetings
- Information about a pupil's progress through the schools' general and progress reports
- Supporting the school if a programme of study is set up and requires monitoring at home

**Specialist external services we use when we think extra help is needed**

The SEND Co-Ordinators and Learning support staff are employed to provide personalised learning advice or direct input. Sometimes a child will have needs that will benefit from additional help from a specialist outside of Belmont, depending on a child's needs, we may draw support from:

- Educational Psychology
- Children & Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Child Psychotherapy
- Hearing Impaired Service
- Visually Impaired Service



We will always communicate with parents and work together on an appropriate referral. Referrals are not made without Parental permission.

### **Modifications and Concessions in Examinations**

Special exam arrangements may be made for pupils with SEND. These concessions are then applied to all school examinations. Concessions include extra time, a reader, a scribe or rest breaks. Where appropriate or necessary, pupils are able to type exams on a school lap-top. An EP report is stipulated for those pupils requiring extra time in the Common Entrance exam at the end of Year 8.

### **The Belmont School Environment**

Most of the classrooms are accessible for children with mobility issues.

There is a toilet available for individuals with a disability.

We would take advice from the Occupational Therapy Service or Physiotherapy Service and ensure that appropriate aids are available.

We have a range of aids designed to support children with coordination or motor issues and would acquire additional equipment if necessary.

### **Liaison within the Foundation**

Regular meetings are set up between Grimsdell, the pre-prep school and to discuss transition issues, and, when appropriate, INSET.

The SEND Co-ordinators of Belmont and Mill Hill School meet regularly to share skills-based information, INSET, good practice and transition issues.

There is a professional commitment between all three Co-ordinators of SEND to share good practice and raise the profile of Learning Support in a positive way throughout the Foundation. They meet regularly at Through Curriculum Meetings.

### **Complaints Procedure**

Complaints about SEND provision in the school should be made to the SEND Co-ordinator, Libby Russo, in the first instance. She will arrange a meeting to discuss the issue. Should the matter be unresolved, parents should write to the Deputy Head (Academic). If it is deemed necessary, the head will become involved.

### **Conclusion**

Belmont strive to support children with SEND and ensure their individual needs are met thereby ensuring that this is an inclusive and positive process in order that each pupil may fulfil their potential.

*Policy updated December 2018*