



Special Educational Needs and Disabilities (SEND) Policy 2018-2019 including EYFS



Key Points of the Foundation SEND Policy

Abbreviations Used	<p>SEND Special Educational Needs and/or Disabilities SENCO Special Educational Needs Coordinator</p> <p>In some of the Foundation Schools the title Head of Learning Support is used in the place of SENCO.</p>
Purpose	<p>To ensure that pupils with SEND have equality of access to the curriculum.</p> <p>To ensure that identification and assessment of a pupil's SEND is as early as possible.</p> <p>To ensure that all teachers within the Foundation understand that he/she is a teacher of pupils with SEND and that support of those with SEND is a shared responsibility of all stakeholders.</p>
The Foundation:	<p>means the Mill Hill School Foundation which comprises the Senior School known as Mill Hill School, The Mount Mill Hill International, Belmont School (the preparatory school) and Grimsdell School (the pre-preparatory school). It is a registered charity and a company limited by guarantee, employing both teaching and non-teaching staff. Legal responsibility rests with the company acting by the Court of Governors, and the Headteachers having day to day responsibility for the management of the schools and the care of pupils</p>
Definition of SEND	<p>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."</p> <p>"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>A child under compulsory school age has special educational needs if they fall within the definition above or would do if special educational provision was not made for them." - <i>SEND Code of Practice: 0-25 years (2015)</i></p>
Categories of SEND	<p>Four broad areas. 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.</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Health Difficulties 4. Sensory and/or Physical Needs
Responsible persons	<p>The 'responsible' person for SEND is the Head of each School.</p>
Coordinators	<ul style="list-style-type: none"> • Ms Kim Vanstone: Grimsdell • Mrs Libby Russo: Belmont • Miss Lisa Silverman: Mill Hill • Ms Beata Szaszowska: The Mount, Mill Hill International

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.



Foundation Send Policy

Introduction to policy

This policy aims to encompass all appropriate issues relating to special educational needs, learning difficulties and disabilities that ensure a pupil's individual educational needs are met effectively.

This policy takes full account of the SEN and Disability Discrimination Act 2005, the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015. Where appropriate, the Foundation Schools endeavour to follow guidelines to ensure the most effective learning experience for our pupils is provided in order that they may reach their full potential.

This policy should be read in conjunction with the relevant individual School policies or statements for Grimsdell, Belmont, Mill Hill and The Mount, Mill Hill International. Please refer also to the Foundation's policies on equal opportunities and disability, behaviour and discipline, anti-bullying and safeguarding.

The following abbreviations have been used throughout this document:

SEND	Special Educational Needs and/or disabilities
SENCO	Special Educational Needs Coordinator
	In some of the Foundation Schools the title Head of Learning Support is used in the place of SENCO.

The Mill Hill School Foundation includes:

- Grimsdell (pupils aged 3-7 years)
- Belmont (pupils aged 7-13 years)
- Mill Hill School (pupils aged 13-18 years)
- The Mount, Mill Hill International (pupils aged 13-17 years)



Policy Aims

- To ensure that pupils with SEND have equality of access to a broad and balanced curriculum, including the National Curriculum, with other pupils within the Foundation.
- To promote effective partnership between parents/guardians, pupils and staff in the education of pupils with SEND and to involve outside agencies where appropriate.
- To create an environment in which all pupils with SEND have the opportunity to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills to the optimum.
- To ensure that each child with SEND and / or a disability is ensured a smooth transition into the School where a pupil's current needs will be communicated and met.
- To identify and assess a pupil's SEND as early as possible.
- To ensure that the pupils themselves (wherever possible) are encouraged to participate in all the decision making processes.
- To recognise the difference between a pupil who has a SEND and one 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 awareness of the assessment and identification and review processes that have been set up for meeting a pupil's SEND.
- To raise staff awareness of SEND being a whole school responsibility, encouraging differentiation of classroom practice and, where necessary, curricular programmes in order that pupils' individual needs are addressed.
- To ensure a culture within which every teacher in the Foundation understands that he/she is a teacher of pupils with SEND.

Objectives

- To maintain a continuity of support for pupils with SEND across the Foundation.
- To share information regarding pupils with SEND across the Foundation.
- To develop a partnership between teachers, pupils and their parents/guardians that encourages pupil confidence in the learning process.
- To continue to develop a positive attitude to areas of SEND through regular INSET, updates of appropriate developments in the area of SEND and access to the SENCO/Head of Learning Support for staff to seek advice and support.
- To give new academic staff SEND-based induction.
- To use a graduated procedure, in the manner recommended in the SEND Code of Practice: 0 to 25 years (2015).



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."

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her 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 above or would do if special educational provision was not made for them."

SEND Code of Practice: 0-25 years (2015)

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 may 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, displaying increased anxiety levels or exhibiting 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.

Responsible Persons

The 'responsible' person for SEND is the Head of each School:

- Mrs Kate Simon, Head of Grimsdell Mill Hill Pre-preparatory School
- Mr Leon Roberts, Head of Belmont Mill Hill Preparatory School
- Mrs Jane Sanchez, Interim Head of Mill Hill School
- Ms Sarah Bellotti, Head of The Mount, Mill Hill International School

The person co-ordinating the day-to-day provision of education for pupils with SEND in each school is the SENCO or Head of Learning Support.

- Ms Kim Vanstone: Grimsdell
- Mrs Libby Russo: Belmont
- Miss Lisa Silverman: Mill Hill
- Ms Beata Szaszowska: The Mount, Mill Hill International

The School Governors are reported to on SEND issues and developments via the Governors' Academic Committee, when appropriate

Liaison within the Foundation

The Heads of Learning Support of Grimsdell, Belmont, Mill Hill School and The Mount, Mill Hill International meet annually to share good practice and to discuss the transition of pupils from one Foundation School to another. There is a professional commitment to sharing good practice and raising the profile of SEND in a positive way throughout the Foundation.

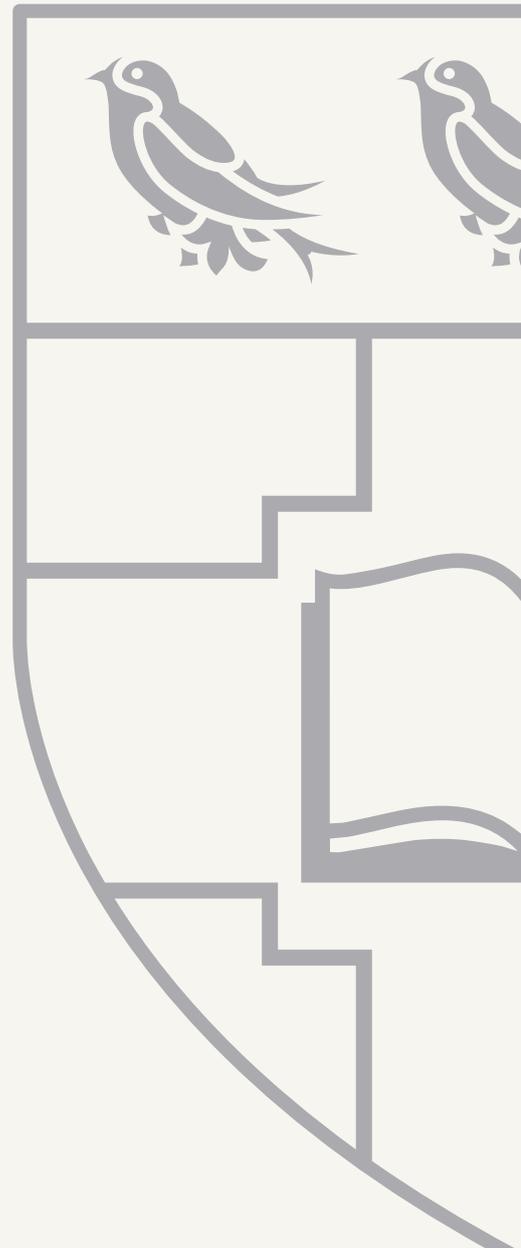
For detailed information regarding all SEND issues please refer to the individual SEND policy statements/department handbooks at Grimsdell, Belmont, The Mount, Mill Hill International and Mill Hill School.

By resolution of the Academic Committee of the Court of Governors

Signed: Mrs Pamela Wilkes (Chair)

Date: 2018

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