



HORNSBY HOUSE SCHOOL

Learning Support (LS) and Disabilities Policy Statement (including EYFS) - Incorporating the Equality Act 2010

- **Summary**
- **Aims and Objectives**
- **Definitions of SEN and Disability**
- **Admission Arrangements**
- **Responsibilities**
- **Identification, Assessment and Monitoring**
- **Provision**
- **Individual Education Plans (IEPs)**
- **Support Available**
- **Evaluation of Provision and Support**
- **Accessibility**
- **Access Arrangements for Examinations**
- **Resources**
- **Staffing and Training**
- **Partnership with Parents**
- **Pupil Participation**
- **Links to External Agencies**
- **Transition to Other Schools**
- **The Role of the Governing Body**
- **Complaints Procedure**
- **Reviewing, Monitoring and Evaluating the Policy and Provision**

Summary

This policy was reviewed and updated in **September 2017** with reference to Part 3 of The Children and Families Act (2014), where appropriate The Code of Practice for SEND (2014), The Disability Discrimination Act (2005) and Every Child Matters.

Hornsby House School is committed to providing equal access for all its pupils to the broad and balanced curriculum which it offers and to which they are entitled.

We recognise that some pupils with specific learning difficulties and/or disabilities may at times benefit from specialised support to help achieve their full potential academically (and possibly socially).

This policy describes the procedures and systems established in order to provide an inclusive education for all children with Special Educational Needs (and/or Disabilities), including Gifted and Talented (see G&T Policy) and EAL pupils (see EAL Policy) within a caring and supportive environment.

The purpose of this policy is:

- To ensure all pupils with specific learning difficulties are identified and as far as reasonably possible, are supported in school.
- To ensure there is appropriate support for teachers to meet the learning needs of all pupils.
- To ensure that reasonable steps are taken for appropriate resources and support to be made available for pupils with possible specific learning difficulties.
- To ensure that pupils with physical disabilities are given adequate assistance to access the curriculum and reasonable steps are taken to help maximise their learning opportunities.

Aims and Objectives

The aims and objectives of this policy are:

- To follow the good practice set out in the SEND Code of Practice (2014), as relevant to the independent educational sector.
- To include children with Special Educational Needs, ensuring that all pupils have full and equal opportunities to engage in all elements of the school curriculum including EYFS, in line with our Accessibility Plan and Disability Policies.
- To ensure that the Special Educational Needs of all pupils are identified, assessed and recommendations are made for provision as early as possible.
- To recognise and promote the vital role of parents in supporting pupils with specific learning difficulties and work in partnership with them, valuing their views and contributions. We aim to keep them fully involved in their child's individual support.

- To ensure that pupils are listened to and every effort is made to involve a pupil in decisions made about support for a specific learning need.
- To provide a stimulating learning environment that makes the best possible use of available resources to meet the Special Educational Needs of individual pupils.
- To provide different levels of intervention and support, depending upon a pupil's individual need.
- To ensure that all staff understand their roles and responsibilities in identifying, assessing and providing for children with Specific Learning Difficulties, EAL and Gifted and Talented pupils, through providing appropriate training and encouraging positive staff attitudes.
- To conduct regular reviews of a pupil's progress and use information to make recommendations for continuing support, or considering other possible courses of action.
- To ensure that appropriate records are maintained.
- To establish and maintain close links with all agencies and professionals working with those children identified as having Special Educational Needs.
- To work towards continual improvement of the LS provision by regularly monitoring and evaluating the resources, support and training opportunities provided.

Definitions of SEN and Disability

- Hornsby House School is committed to ensuring that all pupils achieve their academic potential. We aim to identify and give support to pupils where a learning need is identified, particularly where the need is inhibiting a pupil's independent access to the curriculum or undermining a pupil's efforts to achieve his or her potential. We recognise that, at some stage in their schooling, any pupil may have special educational needs (SEN), which may lead to temporary or long-term learning difficulties. These need to be identified and planned for, taking into account the type and extent of the difficulty experienced.
- Children have special educational needs if they have a recognized specific learning difficulty which requires intervention at a number of levels.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of the educational facilities available for children of their age.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they are taught.

Under the Equality Act 2010, a pupil is disabled if they have a "physical and/or mental impairment which has a substantial, long-term adverse effect on their ability to carry out normal day to day activities."

Some children with disabilities will require special educational provision. Specific Learning Difficulties may or may not be disabling, depending upon the impact on the particular individual. We would aim to assess each child's needs as required and make the appropriate provision based on their individual needs. Pupils may exhibit specific difficulties one or more of the following:

Literacy

Numeracy

Attention and listening (ADD, ADHD)

Receptive and expressive language

Short-term working memory

Processing speed

Visual perception

Gross and fine motor co-ordination

Sensory processing difficulties (auditory, visual, proprioceptive and vestibular)

Emotional and social development

Phonological processing

Social communication and interaction

Admission Arrangements

Please refer to HHS Admissions, Exclusions and Discipline Policy. Reasonable adjustment is made in all entrance procedures for pupils who may or are known to have a specific learning disability, e.g. extra time can be granted to those pupils with an Educational Psychologist's recommendation.

Access arrangements will be provided, as far as reasonably possible, for a candidate with a physical disability and where there is evidence that support is required to allow him/her to participate fully in the admissions procedure.

Responsibilities

Ensuring appropriate provision is made for pupils with specific learning differences is the responsibility of the SENCo, Ms. Brigid Unwin. However, it should be noted that all teachers are teachers of children with special educational needs, therefore teaching such pupils is a whole-school responsibility. Where required, planned differentiation should take place in all lessons as a matter of course. All staff should be aware of the contents of the SEN Policy.

Identification, Assessment and Monitoring

It is recognised that early identification, assessment and provision for any pupil who may have special educational needs is of utmost importance. Generally, pupils are more responsive if identification at a first level of intervention is made as early as possible. However, appropriate assessment is recognised as a continuing process.

- a) All teachers have responsibility for providing appropriate provision for every child in their care recognising that pupils:
 - Have different educational and behavioural needs;
 - Require different strategies for learning;
 - Acquire, assimilate and communicate information at different rates;
 - May need a range of different teaching approaches and experiences.

All Class teachers are responsible for the initial identification of possible LS pupils through regular observations and formative, summative and diagnostic assessments of their pupils.

In the EYFS and the Lower School, this will be through relevant history gathered upon entry, PIPs baseline tests, end of Key Stage and optional SATS, informal assessments and information gathering.

In the Upper School, possible early identification will be through the scrutiny of standardised test results in: single word reading, reading comprehension and single word spelling that are collected at the beginning of the academic year and then periodically throughout the year.

Results are discussed fully by class teachers and the SENCo to identify pupils who are perceived to be under-achieving in reading, reading comprehension and/or spelling at this stage. Further screening of an individual's literacy skills by the SENCo may be a consideration so as to determine whether further intervention should be recommended.

From Year 4 onwards, pupils take a variety of tests to ascertain Verbal, Non-verbal and Quantitative standardised scores. These scores are looked at closely by Class teachers together with the SENCo to identify any unexpected results or any areas of weakness, in conjunction with other attainment scores. Pupils who may have unexpectedly low scores are noted and the class teacher will monitor their progress.

If there is any suspicion that poor scoring may be as a result of a specific learning difficulty such as dyslexia, then the SENCo, having discussed with parents, will begin some initial, more specific assessment.

b) Role of the Special Educational Needs Co-ordinator (SENCo):

The day-to-day co-ordination of the LS provision is carried out by the Head of Learning Development and SENCo (Ms Brigid Unwin) whose duties include:

- To ensure that learning development needs are identified early and to encourage all staff to recognise pupils with SEN;
- Advising and supporting teachers and classroom assistants in the assessment of children, and in the planning, monitoring and reviewing of their support to ensure inclusion;
- To advise colleagues on differentiated learning in the classroom;
- To monitor the progress of pupils requiring Learning Support or extending so that their needs can be identified or challenges set;
- Ensuring that appropriate Individual Educational Plans are written, reviewed and updated in conjunction with parents, class teachers and specialist teachers (as well as outside agencies, if appropriate);
- Ensuring appropriate records are kept for pupils with LS;
- Liaising with external support agencies, parents and other professionals in conjunction with class teachers, with regard to children with LS;
- Managing the 1:1 provision that is delivered by specialist teachers (maths and English);
- To manage a range of resources to enable appropriate provision to be made for pupils with LS;
- To communicate and discuss the needs of pupils with parents on a regular basis;
- To provide INSET as required;
- In conjunction with colleagues to identify pupils who are Gifted/Talented in a particular area and provide appropriately through liaising with the Gifted and Talented Co-ordinator.

c) Procedures for Monitoring and further Assessment:

- If at any stage during the term a teacher raises concern with the SENCo about a pupil's learning and/or classroom behaviour (which may include concentration, attention and organisation), the pupil is monitored closely in the first instance. Parents will be informed that a period of monitoring is recommended. At this stage it may be appropriate for the SENCo to observe the pupil in class.
- A list of pupils being monitored is kept by the SENCo and early interventions, such as small group work or spelling groups run by a Learning Support teacher, are noted.
- Where appropriate, the SENCo will recommend further in-house assessment to determine the extent of that pupil's difficulties. In the case of a child presenting with possible speech, language or communication difficulties then Speech and Language assessments may be relevant. Parents are kept informed of the process for further assessment and are invited to a feedback meeting to discuss any findings and possible courses of action.
- At this stage it may be agreed with parents that an Educational Psychologist's Assessment would be the most beneficial course of action. At a parent's request, an introduction can be made to an Educational Psychologist.
- A referral to other outside agencies may also be appropriate at this stage, such as an Occupational Therapist, Speech and Language Therapist or Clinical Psychologist. The SENCo will make every effort to incorporate into IEPs recommendations which arise from specialist reports or an Educational Psychologist's assessment. Similarly, every effort will be made to liaise with outside agencies so as to carry over specific recommendations into the classroom or within specialist support.

Pupils with a Statement of Special Educational Needs (to be replaced by Educational, Health and Care Plans)

Pupils with a Statement of Special Educational Needs have targets set out in their IEP. These targets are reviewed termly. An annual review of the Statement is conducted with parents in conjunction with any external agencies and the Local Authority.

Provision

As a school we aim to follow appropriate evidence-based interventions as the basis to our LS provision, as outlined in the Code of Practice 2014, whilst taking into account our needs and the resources available to us, as a mainstream school within the Independent Sector.

Interventions are designed as part of a graduated approach, which include regular review of the progress made and adaptations to the support provided as required.

a) EYFS:

Children may enter from an Early Years setting that has already identified areas of LS. The transfer of records and a well- managed transition should ensure the continuity of support. Nursery Schools are visited prior to children moving to Hornsby House School. Day-to-day observations and assessments will be carried out for all children to monitor their progress towards achieving the Early Learning Goals. These will be carried out in close

partnership with parents, taking account of their views and experiences of their child. Special consideration is paid to a child's progress in communication and language, physical development or personal, social and emotional development-the prime areas of learning and development.

Where progress is slower than expected, different approaches and opportunities for learning will be provided, and small group support will be provided wherever possible.

If a child:

- continues to work noticeably below the level of his peers and without making measurable progress, or
- where there are emotional/behavioural/sensory/physical needs that interfere with learning, additional intervention from relevant external support services e.g. occupational therapy, may be called upon through liaison with the SENCo.
-

At all times the class teacher and SenCo will seek to work in partnership with parents so that specific targets may be agreed and recorded on an IEP.

Further assessments may be considered helpful and appropriate. It may be that a request for further assessment is made through the Local Authority. All the different options that may be available should be discussed thoroughly with parents, class teachers and the SENCo.

b) Key Stages 1 and 2:

It is always our aim to ensure a smooth transition from the EYFS and through each subsequent Key Stage.

Information passed on from the EYFS, or from a school from which the child has transferred, will be used in conjunction with ongoing assessments to plan, if relevant, any appropriate LS for each individual child.

Where in-house assessments indicate a specific learning difficulty, a range of multi-sensory teaching strategies will be used in the classroom. Any interventions that are additional to, or different from, those provided in the usual curriculum will continue to be recorded on an Individual Education Plan (IEP).

Individual Education Plans (IEPs)

IEPs form part of the monitoring of LS provision. An IEP will give a summary of a pupil's learning profile, the extent of involvement of external agencies, details of the LS provided and recommendations for classroom strategies. Termly targets are described, together with suggested strategies/resources and finally a set of success criteria outlined against which to evaluate progress and outcomes. All IEPs are shared with parents. They are working documents and can be adjusted at any time to reflect the support an individual receives.

For most pupils who have an IEP targets are set by class teacher, specialist teacher and SENCo by half term in the Autumn Term. These targets and evaluation of progress are made at half term in the Spring Term. In most cases, new targets will be set at this time. Pupils with a Statement of Educational Need have targets set and reviewed termly.

Copies of all IEPs are stored on the Shared Directory and are made available to all staff.

Support Available

- All children have an entitlement to a broad and balanced curriculum which is differentiated according to their individual needs and in order for them to understand the purpose of learning activities. We aim for all pupils to experience levels of understanding and rate of progress that give them a sense of achievement. At Hornsby House School, lessons have clear learning objectives, stated to the children from the lesson outset, and teachers use a range of strategies to meet individual needs.
- Any pupil receiving individual LS (whether or not they have an identified specific learning difficulty) will have an IEP which outlines fully the support they are receiving.
- At Hornsby House School, we acknowledge that every child has an entitlement to share the same learning experiences as their peers, aiming wherever possible to integrate children within the classroom. We recognise, however, there are times when to maximise learning, children are best taught in small groups or in 1:1 situations outside the classroom. LS that is provided by a literacy or maths specialist may incur additional costs for parents. Parents are always advised in writing of the arrangements, including the cost, of individual lessons. The timetabling of 1:1 support lessons is organised by the SENCo in conjunction with class teachers and parents and every effort is made for pupils not to miss out on core curriculum lessons.

The support available for children with LS may include:

- Additional resources/equipment/adult support to be provided in class by the class teacher/classroom assistant. Children with Statements of Educational Need may have their own LS assistant.
- 1:1 lessons in English and/or Maths provided by trained dyslexia/maths teachers, possibly at additional cost to parents.
- Advice/therapy sessions within/outside school provided by external agencies, e.g. Speech Therapy, Occupational Therapy, Educational Psychology. This may be at an additional cost to parents.
- All pupils who receive LS will be registered on the Learning Support Register or the Pupil Monitoring Register. Pupils who have an identified specific learning difficulty, a Statement of Educational Need or a report prepared by an outside agent are registered on the Learning Support Register.

Evaluation of Provision and Support

The Headteacher and SENCo meet weekly throughout the term to review pupils' progress. There is an opportunity for SEN matters to be discussed at weekly teaching staff meetings.

Accessibility

Arrangements for providing access to pupils with a disability and/or have SEN: (With regard to the Equality Act 2010, please see Accessibility Policy and Plan)

At Hornsby House, we aim to provide a learning and physical environment that is accessible to all children. Pupils can expect reasonable adjustments to be made depending on:

- Current resources available in the school;
- Practicality of the adjustments recommended by specialist bodies;
- Health and Safety issues;
- The well-being of existing pupils.

Notwithstanding, we have the following facilities in place:

- Ramps to allow wheelchair access to all ground floor areas of the school and all areas of the playground.
- Doorways that accommodate wheelchairs.
- A lift to allow access to the upstairs Art/DT room and downstairs to the dining hall.
- IT networking to allow access to lessons from the e-Learning Suite or a Year 3 classroom to be used elsewhere.
- Two disabled toilets with hoists and handrails.
- Appropriately equipped minibuses to allow access to regular outings.
- Provision of appropriate trips and school journeys to facilitate inclusion.
- A dietary policy to allow for children with special dietary needs.
- Appropriate furniture and equipment for disabled access to classroom lessons.
- Interactive whiteboards with active slates where needed.
- Opportunities for children to use laptops where this facilitates their learning and ease of communication, where they are recommended by an Educational Psychologist. (See school Laptop Policy and Guidance Notes).
- Where appropriate, printed materials may be enlarged for the visually-impaired pupils and larger print books may be accessed from the Wandsworth Resource Centre.
- Hearing loops can be employed in classrooms for pupils with hearing difficulties

- If a pupil is hearing or visually impaired the staff will ensure that a pupil is placed in the most effective position within the classroom to promote learning opportunities.

Access Arrangements for Examinations

Access arrangements, such as use of a lap top and/or extra time in examinations. are permitted if they form part of the recommendations from an Educational Psychologist. Such recommendations are noted as part of an IEP.

Resources

- The SENCo and 1:1 teachers have a large collection of resources available both for 1:1 lessons and to support teachers in their classwork with children with LS. These are purchased from the annual LS budget agreed by the Head and managed by the SENCo.
- The SENCo and 1:1 teachers are available to advise teachers as to further sources of information useful for meeting the LS of their class.
- Hornsby House School belongs to the Wandsworth Loan Service which allows staff to borrow books, teaching resources and information on LS.

Staffing and Training

- At Hornsby House School, we recognise that the provision for children with LS is a matter for everyone in the school and are committed to supporting and training all staff.
- As well as a teacher, each class up to and including Year 4 has an assistant, whose role includes supporting individuals/groups of children within the classroom under the teacher's direction. Some assistants may work with groups providing additional support out of class in co-ordination with the teacher and SENCo. Where children have statements of LS they may have an individual assistant for some/all of the day.
- We provide regular whole-school INSET on LS issues. Training needs are monitored by the SENCo in association with the Headteacher and Director of Studies. The SENCo attends courses which are fed back to staff members. Other teachers/assistants are encouraged to attend LS and other training sessions, where relevant, to the LS of the children they work with.
- The SENCo is well qualified in her field and holds additional qualifications in specialised areas. 1:1 teachers and some class teachers have qualifications in SpLD. Other staff are actively encouraged to take such qualifications and provided with the funding to do this.

Partnership with Parents

- At Hornsby House School, we are committed to working closely with parents in the support of children with LS. We encourage ongoing dialogue and open communication, recognising parents have much to contribute to our support for their children.

- Parents are kept informed of any concerns by class teachers and are emailed each updated termly IEP. Where children have 1:1 lessons, teachers record the content and success of these on a weekly summary that is saved in the shared directory and emailed to parents immediately following a weekly lesson.
- All teachers, including the SENCo and 1:1 teachers, are available to meet with/telephone parents to discuss individual needs. There are timetabled meetings at the twice-yearly parents' evenings when parents can book individual sessions with the SENCo and the 1:1 teacher.
- The SENCo writes end of year reports in July for all pupils who attend for LS.
- If relevant, parents play an active part in the process to obtain a Statement (Education, Health and Care Plan (EHCP)) and the subsequent Annual Reviews of their child's Statement.
- Where children cause particular concern, a special home/school book may be set up by the class teacher, in addition to the homework diary/reading record each child takes home daily.

Pupil Participation

- We encourage children to take some responsibility for their own learning from the earliest stages.
- Where appropriate, targets are re-phrased in 'child friendly' language and used for individual rewards charts/record books.

Links to External Agencies

- At Hornsby House School, we are committed to close liaison with external support services in order to identify LS and intervene effectively, to maximise the learning opportunities for each child.
- The SENCo keeps a list of support services available and is responsible for initiating and maintaining contact with them in conjunction with class teachers and parents.
- We currently have links with private and local authority Speech and Language and Occupational Therapy Services, Education Psychologists, the local Hearing-Impaired Service and the Early Years Centre, as well as the Local Authority. The SENCo attends regular Focus Group meetings to share good practice and has developed ties with other independent schools.

Transition to Other Schools

- LS reports and records, along with other information, are passed on when a child moves to a new setting. An effective transition is managed and where appropriate, meetings can be arranged between professionals involved with the child and the receiving school.
- When children with LS come to Hornsby House from other schools/nurseries, every effort is made to find out as much information as possible from the earlier setting. The class teacher (and SENCo if appropriate) may visit the child in their nursery/school and meetings/visits for

parents/child to Hornsby House will be arranged to make the transition as smooth as possible.

The Role of the Governing Body

- Mrs Sue Pepper is the designated Governor for LS. The Governing Body meets termly. She can be contacted via the school office.

Complaints Procedure

- Complaints about the provision/organisation of LS are addressed through the procedures outlined in the whole-school Complaints Policy.

Reviewing, Monitoring and Evaluating the Policy and Provision

The SENCo will monitor:

- The provision for the children with LS in liaison with the Headteacher, with whom the SENCo has weekly meetings;
- The LS policy and practice. It will be reviewed regularly with regard to systems for identifying and assessing needs as early as possible;
- The impact of the provision made in meeting the needs of the individual children;
- Record keeping;
- The resources available; and
- The partnership with parents, pupils and external agencies.

Date of Policy: September 2019
Reviewed by: Brigid Unwin (SENCo).
Planned Policy Review Date: September 2020