**HURTWOOD HOUSE**

Special Educational Needs and Disability Policy

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| Reviewed | By | Last reviewed | Last modified |
| Annually | AP/CE | May 2024 | May 2024 |

**Introduction**

This policy is based on the Special Educational Needs and Disability Code of Practice 2015 and takes into account the Equality Act 2010 and the Children and Families Act 2014. It is designed to provide a framework to manage individual educational needs (from identification to provision) of students at Hurtwood House. The policy for English for Speakers of Other Languages is a separate document.

The policy should be read alongside many other school policies such as the Curriculum Policy, Behaviour Policy, Anti-Bullying Policy, Personal Data Protection Policy, Admissions Policy, Child Protection and Safeguarding Policy, Equal Opportunities Policy, Accessibility Plan and Gifted and Talented Policy.

**Headlines from the SEND Code of Practice 2015**

* No more Statements of Special Educational Needs will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) that can be used to support students from birth to 25 years.
* ‘School Action’ and ‘School Action Plus’ have been replaced by one school-based category of need known as ‘Special Education Needs Support’ (SENS). All students are closely monitored, and their progress tracked each term. Those with SENS are additionally tracked by the Learning Support Co-ordinator.
* The School works closely with parents and students to take into account the student’s own views and aspirations and the parents’ experience of, and hopes for, their son or daughter.
* Parents are invited to be involved in planning and reviewing SEND provision for their child.
* All students benefit from small class sizes catering to individual needs: this means that teachers expect to assess, plan and teach all students at the level which allows them to make progress with their learning. In addition, we implement focused interventions to develop any areas of weakness.
* We have high expectations of all our students and work with them to help them reach their full potential.

**Defining Special Educational Needs and Disability (SEND)**

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) states that:

*A child or young person has SEN if they have a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The School recognises that the provision for students with special educational needs and disabilities (SEND) is the responsibility of the whole school and that all teachers are responsible for students with SEND.

**Aims and Objectives**

Our aims are to:

* Promote inclusion by enabling all SEND students to have their needs met
* Take into account the views of the students
* Encourage good communication with parents
* Facilitate full access to a broad and balanced curriculum

We value all the students in our school equally and recognise the entitlement of each student to have their needs addressed. Within this caring and mutually supportive environment we aim to:

* Build on the strengths of the individual
* Foster a positive image
* Give equal access to all aspects of school life through social and practical experiences. This will allow success regardless of the Special Educational Needs, Disability or any other factors that may affect their attainment
* Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Individual Education Plan and other resources/agencies available.

Our objectives are to:

* Identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND (see also Curriculum policy)
* Ensure that every student experiences success in their learning and achieves their highest possible standard
* Enable all students to participate in lessons fully and effectively
* Value and encourage the contribution of all students to the life of the school
* Work in partnership with parents
* Work closely with external support agencies, where appropriate, to support the need of individual students
* Ensure that all staff have access to training and advice to support quality teaching and learning for all students

**Roles and Responsibilities**

The implementation of the Special Educational Needs and Disability Policy is the responsibility of the whole school.

The proprietors of the School have an overview of the SEND provision. They are responsible for ensuring the necessary educational provision for any student with SEND and monitoring the effectiveness of the school’s provision.

The role of the Learning Support Co-ordinator is to:

* Inform parents as soon as is practical if they consider a student to have special educational needs
* Advise on the special educational provision for any student that requires it
* Monitor the effectiveness of any special educational provision made for the student
* Engage with support services outside the school when required
* Ensure that records of the student’s special educational needs and the provision made to meet those needs, are maintained and kept up-to-date
* Liaise with and provide information to parents of the students when required about the student’s special educational needs and the provision being made for those needs
* Arrange regular reviews and monitor the provision for students with a Statement of Educational Needs /Education Health and Care Plans/Individual Education Plans
* When a student transfers to another school or educational setting, make available all relevant information about the student’s special educational needs and the provision made to meet those needs
* Promote the student’s inclusion in the school community and ensure access to the School’s curriculum, facilities and extra-curricular activities
* Administer or arrange diagnostic tests as required
* Advise teachers at the School about differentiated teaching methods appropriate for individual students with special educational needs
* Contribute to in-service training for teachers at the School relevant to special educational needs, as appropriate.

**Admissions Arrangements for Students with SEND**

All students are admitted to the School according to the School’s admissions criteria, set out clearly in the Admissions Policy. If a student has a special educational need, learning difficulty or disability, information is gathered and a decision is made dependent on the School being able to meet the needs of the individual adequately and on the ability of the student to thrive in this particular setting. Please refer to the School’s Admissions Policy.

**Disability and Special Educational Needs - Facilities**

The School currently has limited facilities for the disabled. However the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The school’s Accessibility Plan provides details of the school’s plans to anticipate and meet the needs of students with disabilities.

**Allocation of Resources**

A proportion of the School’s budget is allocated for SEND resources, which includes the ongoing training of teachers who hold the Assessment Practising Certificate. There may be occasions when an external specialist assessment may be recommended or additional specialist resources for a student’s sole use is recommended; the cost of which is met directly by the parents.

**Identification, Assessment, Provision and Review**

There are four broad categories of SEND, recognised by this policy:

* + communication and interaction
  + cognition and learning
  + social, emotional and mental health
  + physical and sensory.
* Where students have special educational needs or disabilities, parents are required to send documents relating to the individual needs of the student to the Learning Support Coordinator prior to entry to Hurtwood House.
* Parents should have indicated on the Application Form for admission to the School, if their child has a special educational need or disability.
* A cyclical process of Assess, Plan, Do, Review is then followed.
* Teachers are responsible and accountable for the students in their care; the first step in responding to any potential educational need is to provide high quality, well differentiated teaching. If, despite this, teachers are concerned they inform the Housemaster, Deputy Head Students, the Learning Support Co-ordinator.
* Concerns shared by parents or students, through meetings or letters may also help identify areas of need

Once the Learning Support Co-ordinator is aware of a student, further information on the student’s profile will be gathered and additional, more specialist assessment may be carried out.

* The Learning Support Co-ordinator will communicate openly with parents so that the School and parents can work collaboratively.
  + A recommendation for further assessment by an external specialist (e.g. Educational Psychologist, Speech & Language specialist etc.) may be made if it is deemed useful. The School will ask parents to agree to a formal assessment and to agree to follow the recommendations unless there are persuasive reasons to the contrary. Parents **must** consult an educational psychologist from the Helen Arkell Centre or the school’s visiting specialist teacher assessor. The JCQ (Joint Council for Qualifications) stipulates that an external assessor **must** have an established relationship with the centre. The JCQ states that a privately commissioned assessment carried out without prior consultation with the centre **cannot** be used to award access arrangements and cannot be used to process an application using Access Arrangements online. The cost of assessment must be borne by the parents. A written copy of any report should, with the parents’ permission, be made available to the school.
  + Recommendations for exam access arrangements which are made following a medical diagnosis, e.g. ADHD, must be supported by school-based evidence of need before an application for access arrangements can be made to JCQ.
  + A plan is then devised to assist the student with further development. Desired outcomes for the student are at the centre of this process. An Individual Education Plan (IEP) is prepared if appropriate in collaboration with the student and his/her teacher. These are shared with parents, students and teachers. In each subject teachers work with the student to set, review and adapt targets in termly Learning Meetings and students contribute to the regular review of their progress.
  + The School may suggest a course of remedial teaching by a qualified specialist on a one-to-one basis in school. This would be payable by parents as an extra which would be added to the bill. Parents may opt for remedial teaching outside the School, provided that the Deputy Head Students is satisfied the student’s safety and travel arrangements and also that the remedial teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.
  + The school and/or parents can request the local authority to make an assessment with a view to an Education Health and Care Plan (EHC) being drawn up. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the student and the school together with any health or social care professionals who are involved with the family. The meeting will record the student’s strengths, their aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.
  + Where a student has an EHCP, the School will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Statement can be delivered by the School. The School will co-operate with the Local Authority to ensure that relevant reviews of any Statements are carried out annually. The annual review will focus on what has been achieved as well as any difficulties that need to be resolved. Any additional services that are needed to meet the requirements of the Statement/EHC will need to be charged, either directly to the parents, or the Local Authority if the Authority is responsible for the fees and the School is named in the Statement.

**Education Health and Care Plan**

From September 2014 local authorities have a three and a half year period to transition arrangements for students with existing Statements of SEN to EHC plans. The two systems will run side by side for several years. The local authority retains legal and financial responsibility for ensuring that the provision specified in the child’s EHC plan is made. The day to day practical responsibility of making provision rests with the school. It is the responsibility of the local authority to review the EHC plan. The School will cooperate with the review process.

Examinations

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks.

How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

The Learning Support Co-ordinator gathers a range of evidence: knowledge of whether the student has substantial and long-term difficulties/disabilities, teacher assessments, tests and exams, coursework, the student's 'normal way of working' and educational psychologists’ reports or medical reports. A recommendation for exam arrangements made by an Educational Psychologist or specialist teacher assessor must be supported by school-based evidence of need. Without evidence to support the recommendation, an access arrangement cannot be put in place by the school. In cases where separate rooming is recommended in an assessment report, the school cannot guarantee to be able to provide this for students. A smaller exam room with other students may be provided in cases where a recommendation of separate accommodation has been made.

Evidence from standardised scores is usually obtained from assessments undertaken by an assessor of candidates who will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor. Although this incurs a cost to parents, a range of assessment scores are collected, which contribute to confirming the School's judgements, and which enable us to make an application of **our recommendations** to the JCQ (Joint Council for Qualifications). It is the **JCQ who make the final decision** as to whether they will allow the candidate to use a particular access arrangement. JCQ require that an assessor is known to and approved by the school. Recommendations made by Educational Psychologists or specialist teacher assessors who have not been approved by the school cannot be used as evidence for exam access arrangements. In cases where exam arrangements are recommended as a result of a medical diagnosis (e.g. ADHD), assessment must be carried out by a registered specialist medical consultant, a psychiatrist, or a HPCP registered psychologist The school cannot apply for exam access arrangements which are requested after 1st March for exams being taken in that exam series.

Mock/ Trial Examinations

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Learning Support Coordinator

* Liaises with teaching staff to implement appropriate access arrangements for candidates

Examination’s Officer

* Provide the Learning Support Co-ordinator with internal exam timetable to ensure arrangements are put in place when required

Teaching Staff

* Support the Learning Support Co-ordinator in implementing appropriate access arrangements for candidates Provide exam materials that may need to be modified for a candidate

Facilitating access - examples

The following information confirms the centre’s good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

* adapting assessment arrangements
* adapting assessment materials
* the provision of specialist equipment or adaptation of standard equipment
* adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

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| **Example of candidate need(s)** | **Arrangements explored** | **Centre actions** |
| A medical condition which prevents the candidate from taking exams in the centre | * Alternative site for the conduct of examinations * Supervised rest breaks | * Learning Support Co-ordinator gathers evidence to support the need for the candidate to take exams at home * Learning Support Co-ordinator provides written statement for file to confirm the need * AAO approval for both arrangements not required * Examination’s Officer discussion with candidate to confirm the arrangements should be put in place * Examination’s Officer submits appropriate ‘Alternative site for the conduct of exams form’ * Examination’s Officer provides candidate with exam timetable and JCQ information for candidates * Examination’s Officer agrees with candidate that prior to each exam will call to confirm fitness to take exam * Examination’s Officer allocates invigilator(s) to candidate’s timetable; confirms time of collection of exam papers and materials * Invigilator monitors candidate’s condition for each exam and records any issues on incident log * Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam * Invigilator briefs Examination’s Officer after each exam on how candidate’s performance in exam may have been affected by his/her condition * Examination’s Officer discusses with Learning Support Co-ordinator if candidate is eligible for special consideration (candidate present but disadvantaged) * Examination’s Officer request(s) for special consideration where applicable; incident log(s) provides supporting evidence * Examination’s Officer informs candidate that special consideration has been requested |
| Persistent and significant difficulties in accessing written text | * Reader/computer reader * 25% Extra time | * Learning Support Co-ordinator confirms candidate is disabled within the meaning of the Equality Act 2010 * Papers checked for those testing reading |
| Significant difficulty in concentrating | * Prompter * smaller room within the centre | * Learning Support Co-ordinator gathers evidence to support substantial and long term adverse impairment * Examination’s Officer confirms with candidate how and when they will be prompted * Examination’s Officer briefs invigilator to monitor candidate and the method of prompting (call out candidate’s name to bring candidate’s attention back to the paper - confirms requirement for smaller room) |
| A wheelchair user | * Desk * Rooms * Facilities * Seating arrangements * Practical assistant | * Examination’s Officer applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed * Examination’s Officer provides height adjustable desk in exam room * Examination’s Officer allocates exam room (ground floor room and near access to disabled toilets will be selected). * Desks spaced to allow wheelchair access * Candidate seated near exam room door * Examination’s Officer confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room * Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate’s work where this may be applicable to the assessment |
| A candidate with severe anxiety | * Rooms * Seating Arrangements | * Learning Support Co-ordinator gathers evidence to support candidates condition * Seated at the back of the examination room * Learning Support Co-ordinator looks at allowing rest breaks * Examination’s Officer discusses with Learning Support Co-ordinator if candidate is eligible for special consideration (candidate present but disadvantaged) * Examination’s Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence * Learning Support Co-ordinator informs candidate that special consideration has been requested |

Evaluating Success

The success of the School’s SEND policy and provision is evaluated through:

* + Monitoring of classroom practice by Heads of Department and SMT
  + Regular monitoring of student progress
  + Termly Learning Meetings
  + School self-evaluation
  + The School Development Plan

**Complaints**

Any complaints regarding this policy or the provision made to students with individual educational needs should be made in keeping with the school’s complaints procedure which can be found on the School’s website.

Withdrawal

The School reserves the right, following consultation with parents, to ask or require them to withdraw their child from the School if, in the School’s opinion after making all reasonable adjustments and exhausting appropriate strategies:

* + The student is in need of a formal assessment, remedial teaching, learning support or medication to which parents do not consent; and/or
  + The parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the student’s learning difficulties; and/or
  + The student’s learning difficulties require a level of support or medication which, in the professional judgment of the Deputy Head Students, the School is unable to provide, manage or arrange; and/or
  + The student has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which the School provide.

Alternative placement

In any of these circumstances the School will do what is reasonable to help parents to find an alternative placement which will provide the student with the necessary level of teaching and support.

Financial

Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the student will be credited to the student’s account.

**Review**

The SMT, Learning Support Co-ordinator and Examinations Officer will consider the effectiveness and practicalities of the SEND Policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the School Development Plan.

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| Authorised by | resolution of the Partners |
| Date | 18th June 2024 |

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| Effective date of the policy | 1st September 2024 |
| Circulation | Partners / teaching staff / all staff / parents / students on request |