



Halliford
School
SHEPPERTON

Students with Special Educational Needs and / or Disabilities and / or English as an Additional Language Policy

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

Halliford School Values & Aims

At Halliford, we aim to provide a broad curriculum that caters for the needs of all learners and prepares students not only for success in GCSE and A-level examinations but also prepares them for the opportunities and challenges they will face as young men and women in the 21st century. Our curriculum should imbue the following Hallifordian values of being:

- Intellectually curious
- Respectful
- Warm-hearted
- Team players
- Creative
- Resilient

Halliford School prides itself on the quality of the teaching and pastoral care provided to its students. To this end we seek, develop and retain teachers who value the well-being and individual progress of each student. Our aims are as follows:

- To provide a stimulating learning environment for boys 11-18 and girls 16-18 where we promote academic excellence and provide opportunities to realise the full potential of every individual to become the best version of themselves
- To provide a warm-hearted family ethos in which every student is known and valued as an individual
- To enable each individual to discover and develop his / her talents, character, creativity, resilience and ability to work within a team by providing a balanced and wide-ranging co-curricular programme
- To create an environment in which all members of the school community feel supported and valued and able to contribute positively to the lives of others by providing a framework of outstanding pastoral care
- To equip our students for the world they will encounter beyond Halliford School

Introduction

The Special Educational Needs and Disability (SEND) Policy covers all students at Halliford School with Special Educational Needs and/or Disabilities, including students with Education and Health Care Plans. This policy also includes those for whom English is an Additional Language (EAL).

This policy makes reference to the SEND Code of Practice 0-25 years From June 11th 2014 (CoP) last updated April 2020; to the Equality Act 2010 last updated June 2015 and the Education (Independent School Standards) Regulations 2014 and the Independent School Standards guidance April 2019.

Aims

SEND

- To promote the successful inclusion of students with Special Educational Needs and Disabilities at Halliford School;
- To provide all students with the best possible opportunity to succeed academically whatever their needs or abilities;
- To ensure that the School meets the requirements of the Independent Schools Regulations 2014 in matters relating to Special Educational Needs and Disabilities;
- To ensure that the school follow the statutory regulations in supporting students with Education and Health Care Plans (EHCPs).

EAL

- To provide all students with the best possible opportunity to succeed academically whatever their social, ethnic or cultural background;
- To ensure that the School meets the requirements of the Independent Schools Regulations 2014 (and as subsequently amended) in matters relating to those students for whom English is an additional language;
- To ensure students use English confidently and competently and as a means to learning across the curriculum by making appropriate provision of teaching and resources for students for whom English is an additional language.

Equality Statement

At Halliford School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

Roles and Responsibilities

The Governors will:

- Ensure that this policy is compliant with the Independent School Standards Regulations. The School has a named governor with special responsibility for Special Educational Needs and Disabilities.

The Headmaster will:

- Receive reports from the SENDCO and act on them as appropriate;
- Be responsible for reporting to the Governing Body on the operation of all matters relating to Special Educational Needs and Disabilities;
- Ensure that school policy and practice in all areas takes account of students' individual needs.
- Be responsible for reporting to the Governing Body on the operation of all matters relating to EAL

The SENDCO and Assistant SENDCO will:

- Be responsible for overseeing the implementation of the provisions of this policy in the School;
- Keep up-to-date with current practice and legislation;
- Be responsible for all record-keeping with regard to the provisions of this policy and for the dissemination of relevant information to staff in the School;
- Liaise appropriately with parents and outside agencies;
- Ensure that where a student moves to another School records are forwarded appropriately;
- Ensure that where a student joins the School from another School that liaison is effective with the former School to ensure best possible provision for the student;
- Receive reports from teachers throughout the School in all matters relating to SEND or EAL provision;
- Provide as requested numbers of students with special educational needs and disabilities and those with EAL for the completion of various censuses' returns.
- Ensure that statements/EHC plans are reviewed annually and that the school is supporting the needs of those students with an EHCP as per their plan.

- Ensure that all exam access arrangements are applied for and liaise with the exam officer / IT department / Deputy Head Academic to ensure all access arrangements are in place to support the students in their end of year / external examinations.

Learning Support Assistants will:

- Be familiar with this policy and implement it as guided by the SENDCO and Assistant SENDCO.
- Support students in lessons in agreement and liaison with the class teacher
- Communicate with all adults supporting the student with regards to their attitude and achievement.

All Teaching Staff will:

- Comply with the terms of this policy;
- Work actively to ensure their lessons meet the needs of their students;
- Report any concerns with regard to SEND or EAL to the SENDCO and or Assistant SENDCO and the Deputy Head Academic.

Procedures

Special Educational Needs and Disabilities

Definitions

Children have special educational needs (SEND) if they have a **learning difficulty or disability** which calls for **additional educational provision** to be made for them.

Children have a **learning difficulty or disability** if they:

- (a) have a **significantly greater difficulty** in learning than the majority of others of 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 children of the same age.

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

Children with severe SEND may require an **Education and Health Care Plan**. This is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

Additional educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in the School.

A **disability** is defined as a *physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. CoP 2015.*

It is important to remember that not all impairments are readily identifiable. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious, these include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Identification and assessment of students with learning difficulties

All students are screened in Year 7, Year 9 and Year 12 using a screening assessment as part of the GL Exact testing. Any below average scores will be recorded and the student will be monitored in case of the need for additional support. If after monitoring, there is a cause for concern parents will be contacted and a plan put in place to identify and support the needs of the student.

When a student moves into the Sixth Form, they face greater challenges: they are required to study more intensively, to read larger volumes of text, to produce longer, more complex pieces of written work and to independently organise their study and revision schedules. It can be at this stage that any difficulties with processing information in a timely manner become disadvantaging, even for highly conscientious students who had no difficulty studying for their GCSEs. Screening for such difficulties at the start of the Lower Sixth is something we offer our students, as highlighting any issue now may enable a student to be eligible for access arrangements for their A levels.

Students who may have learning difficulties may be individually assessed at the request of:

- the student
- the student's parents
- a subject teacher
- the Form teacher or Head of House
- the Deputy Head Academic / Pastoral
- the Headmaster
- any other interested party

An e-mail noting any causes for concern should be passed to the SENDCO, Assistant SENDCO and Deputy Head Academic if staff have concerns over a student's progress.

Students may be assessed on the basis of information received from the following

- Previous School records
- Teacher monitoring, such as formative assessment and end of year examination results
- Standardised tests such as Cognitive Ability Tests (MIDYIS, YELLIS, ALIS scores)
- Dyslexia screening or other assessments
- Concerns raised at Grade Review Meetings or Pastoral Committee Meetings

Within School an assessment is made in the following way:

- Initial screening may be carried out by the school. This is free of charge.
- Further testing may be recommended if felt appropriate. The cost for this is charged to the parent and would be carried out by the school's approved specialist teacher.
- The School may advise the route of an Educational Psychologist if a formal diagnosis of need is recommended from the initial screening assessment. The cost for this is charged to the parent. **Alternatively, parents may privately commission a report by an Educational Psychologist but must note that unless there is "an established working relationship with the school" then as per the JCQ regulations the recommendations in this report will not be acceptable as evidence of need for access arrangements in formal examinations.**
- For students with possible dyspraxia, diagnosis by an occupational therapist, via a GP referral, is required.
The School may also advise a referral to a Speech and Language Therapy service if there may be concerns about a Pupil's language.

The School will always provide clear and accurate information about the child's special educational needs and the purpose of any assessment or any intervention.

The School is committed to the early identification of special educational needs. If a student is assessed as having a specific learning difficulty the recommended support mechanisms will be introduced and monitored; parents are involved in all stages of the process.

Students who have a physical disability but who are not considered to have a special educational need because they do not "have a disability which prevents or hinders them from making use of educational facilities" are recorded on the Special Needs Register so that staff can make reasonable adjustments as and when required.

Reasonable adjustments

The school makes all reasonable adjustments for access arrangements to public examinations as set out in the Joint Council for Qualifications (JCQ) regulations, and maintains records of evidence as required by the JCQ.

Provision/action that is additional to or different from that available to all students

Students with identified SEND will have a Student Profile drawn up which will inform teachers of the particular needs of the student, their strengths and weaknesses, strategies to support the student in class, what additional support they are receiving and their access arrangements for exams.

As Halliford is an academically selective school, the majority of students on the SEND register require support only in the nature of their teacher's understanding their learning difficulties so that they can deliver quality first teaching. Some students may require extra time to complete tasks or the use of assisted technology (laptop, dictation software to record homework). Students with Social, Emotional and Mental Health (SEMH) needs are cared for under the strong pastoral system at Halliford.

When a student has severe, complex, profound and long-term SEND a request for Statutory Assessment will be made using Surrey County Council's Request for EHC Needs Assessment and planning process (see link below for details of the process and related documentation).
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=rtKjn3hmAfc>

EHC plans are restricted to a **small minority of children and young people who can be described as those experiencing severe, complex, profound and long-term educational difficulties**. Assessment via the EHC assessment and planning process may, or may not, result in the issuing of an Education and Health Care Plan.

When a student has an EHCP the SENDCO or Assistant SENDCO will circulate details to staff. EHCPs will be reviewed annually in accordance with the SEND Code of Practice and a report provided to the LEA. If a student makes sufficient progress an EHCP may be discontinued by the LEA. Should an EHCP be discontinued by the LEA but the School still considers additional support is necessary in order for the student concerned to be able to access the learning on offer at the school, then parents / guardians would be required to fund the level of additional support that was previously being funded by the LEA.

Quality First Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 2014, Section 1.24

All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response.

SEND Code of Practice 2014

Quality First Teaching is universal at Halliford School. All teachers are expected to deliver series of lessons which:

- are well planned with differentiated outcomes
- accommodate different learning styles
- engage students and encourage involvement
- demonstrate different levels of questioning
- provide the opportunity for praise, constructive criticism and student feedback
- encourage students to take responsibility for their own learning
- allow measurement of progress and attainment

In addition, teachers:

- understand the individual child
- communicate well with parents and carers
- promote independent learning skills

From within this whole school ethos of *Quality First Teaching* extends the platform on which we can build a Graduated Response to individual learning needs.

A Graduated response

Adapted from Dyslexia Action with thanks

Wave 1

Quality First Teaching and making reasonable adjustments* to support students with additional needs (including an individual Student Profile)

Wave 2

Small group support tailored to develop confidence in study skills, independent learning and literacy **

Wave 3

1-to-1 programme which can include support from a specialist or outside agency **

*Reasonable adjustments are made in accordance with the Equality Act 2010.

**The School may charge for additional 1-to-1 provision / small group support.

Student Profiles

Students who require additional support have their own Student Profile which can be accessed by teachers only on the confidential Learning Support Team site.

Each contains key points and strategies for the enrichment of learning and is updated regularly. In the spirit of working together, teachers and students have input.

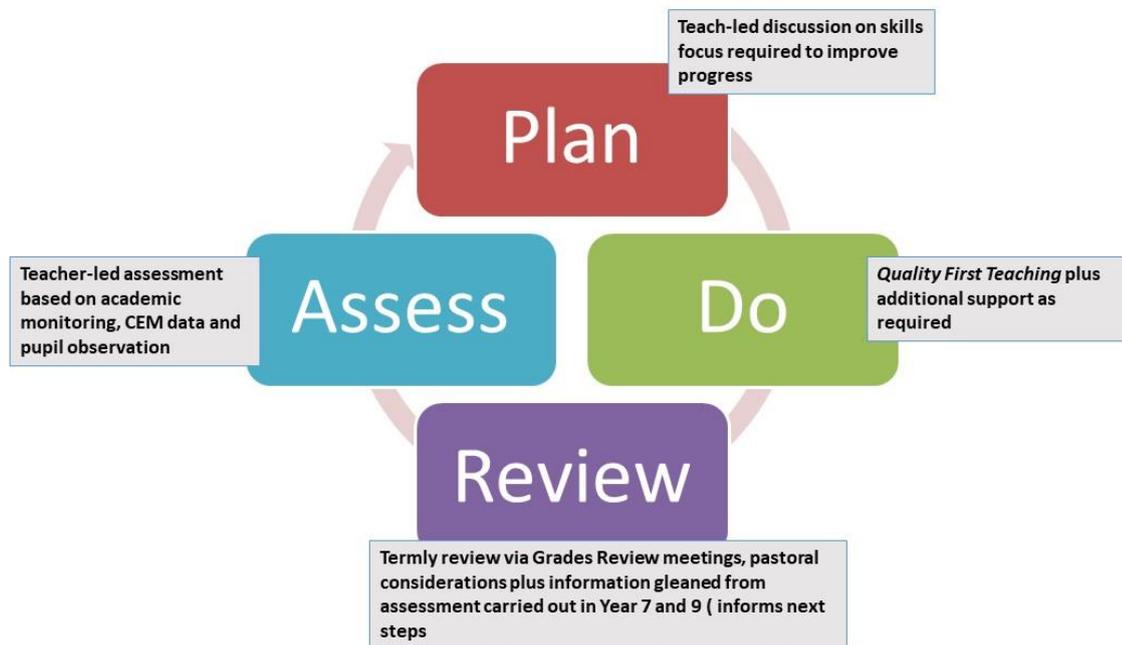
The screenshot shows a web browser window displaying a 'Student Profile' form. The form is divided into several sections:

- Student Name:** Student X
- Tutor:** Mrs Tutor
- SEND:** Fine Motor Skills / ADHD
- Background:** Student X was diagnosed with difficulties in his fine motor skills in Year 6. Since then he has struggled with handwriting and lacks confidence in written work. He also finds it difficult to focus for long periods and is taking medication.
- Strengths:** Verbally excellent and enjoys role playing in class and works well in a sports team. Is good at leading discussions and questioning others.
- Weaknesses:** Can take time to settle and needs to be reminded to take medication. You can refer to Matron.
- Strategies:**
 - Ensure activity is ready at start of lesson
 - Seat at front of class
 - Provide work sheets and graphs printed out
 - Encourage with handwriting but allow laptop if struggling
 - Always good as a team leader
 - Can help with questioning quieter students
 - Ensure homework is recorded – if possible provide sheets for prompting
 - Break down lesson tasks into clear sections and praise/acknowledge milestones.
 - Useful to try sort card activities, dice – anything creative to help with dexterity.
- External Agents:** Occupational Therapist.
- Access Arrangements:** Up to 25% Extra Time. Please remember to provide evidence for the file. If Student X is not using this time or is not following with guidance on using extra time, please inform SENCo.
- Date of Preparation:** May 2014

The form is displayed in a browser window with a taskbar at the bottom showing 'Start', 'newhub - Google Chrome', and 'Mock up - Microsoft ...'. The system clock shows 10:12.

Measuring impact

How can we be sure that interventions have a positive impact?



Access Arrangements and Reasonable Adjustments for formal examinations

Halliford School follows the recommendations and requirements of the Joint Council for Qualifications (JCQ). For current regulations go to: www.jcq.co.uk

Some students will qualify for extra time or the assistance of a computer reader/spag Enabled laptop/ scribe/laptop in their exams. The school's policy runs in tandem with the requirements of the Joint Council of Qualifications (JCQ) and in accordance with the procedures outlined in the JCQ regulations that are updated annually.

Access arrangements are specific in its procedural requirements as detailed below:

Stage 1: The SENDCO gathers feedback and evidence from teachers, support staff, the student concerned, parents and outside agencies concerning the difficulties being encountered.

Stage 2: The SENDCO provides evidence to an approved educational psychologist/ in-house specialist assessor by completing a 'skeleton' Part 1 of Form 8 and requests an assessment (no earlier than year 9).

Stage 3: The Educational Psychologist / specialist assessor completes part 2 of the JCQ Form 8.

Stage 4: The school implements the recommendations i.e. Rest breaks, Extra Time / use of laptop so that this arrangements becomes the students "normal way of working". Evidence of use is gathered.

Stage 5: The SENDCO completes part 3 of Form 8 and applies for access arrangements if recommended.

Evidence will be collected during this time for each student to indicate their normal way of working is with these accommodations.

Students who cannot provide substantial and long term evidence, will not be granted special access arrangements.

Entrance Examinations

The Registrar and/or the SENDCO liaise with the feeder primary, preparatory or secondary schools of all students in order to ascertain what their SEND is and what arrangements are already in place for them in their feeder schools. **Assuming these arrangements follow the guidelines from JCQ these access arrangements are applied to our entrance examinations as well.** In this way, every student who applies for a place at Halliford School has the opportunity to adopt their normal way of working when sitting the entrance examination.

All requests for access arrangements for students with a Learning Difficulty must be supported by a report from an Educational Psychologist/ Qualified Specialist Assessor, written within two years of the date of the entrance examination. For those with a disability, i.e. ASD, ADHD, hearing or visual impairment then a request for access arrangements must be supported by specialist evidence confirming the candidate's disability:

- a letter/report from CAMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, a Speech and Language Therapist (SaLT); or
- a letter/report from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service†; or
- a current EHCP or a Statement of special educational needs (Northern Ireland) or an Individual Development Plan (Wales), which confirms the candidate's learning difficulty, medical condition, physical disability, sensory or multi- sensory impairment.

†For example, an Occupational Therapist specialising in Children and Young People Services, learning disability, mental health

The granting of an Access Arrangement for the school's entrance examination papers cannot be taken as a guarantee of the award, by the public examination boards, of such an Access Arrangement for GCSE, A level or other public examinations. The school is subject to regulations dictated by the JCQ which is amended annually.

Laptop Policy

Whilst students in years 7 -12 have use of a MSGO for educational purposes in the classroom, students will still be expecting to write by hand for most assessments and end of year exams. For some students, a laptop may be the most appropriate method of organising and presenting their work.

Students will be allowed to use their Go in school as their normal way of working under the following conditions:

- A need has been established and its use is recommended by the SENDCO / access arrangements assessor or an Educational Psychologist approved by the School.
- The student's typing is efficient, accurate and of sufficient speed to be able to cope in class: as a guide, we would expect 30 to 60 words per minute, depending on age.
- The student understands their responsibility in the organisation of work, the printing and filing of copies.
- The student ensures their Go is full charged to last throughout the day and acknowledges their responsibility for it in school and going to and from school.
- The school may amend the policy in accordance with changes to the Joint Council for Qualification (JCQ) recommendations for Access Arrangements.

Limitations to Laptop Use

A subject teacher has the right to veto the use of a Go / laptop in particular situations:

- Where its use might be dangerous or problematic e.g. in a particular experiment in Science.
- Where a teacher is concerned that the student may be able to access information in a recall or test scenario.
- Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
- Where calculations are required without the assistance of computer functions such as in Mathematics.
- If an individual student, in any lesson, is using a Go / laptop in such a way as to cause a distraction or disturbance to the learning of others.

Students' responsibilities

- Students should not expect always to have access to mains power and are therefore advised to ensure their GO is fully charged.
- All written work, which would normally be done in exercise books during lessons, is to be printed out nightly at home and filed appropriately so that students possess a hard copy of all their work filed in ring binders or pasted into exercise books.
- Students should use a plain font (e.g. Calibri, Times New Roman, Arial, Verdana), 12 points in size and allow room on the page for teachers' comments.
- Spell Check can normally be used on all pieces of work except in examinations.
- In public examinations students will use a school laptop.
- Students should ensure that all their work is uploaded onto their One Drive on Office 365 to ensure that it does not get lost. The cost of losing a term/year's work, particularly in public examination years through a computer crash can be very considerable, both literally and in terms of stress. The School network provides a back up to Microsoft One Drive.
- Students must ensure that as well as 'working on a laptop' being their normal way of working, that they are familiar with software eg. Word processing packages that will be used in the examinations. For example, Exam Write Pad, rather than word or google docs.

Examination Laptops

Students who use laptops as their normal way of working in the classroom will be allowed use of a school examination laptop for their formal examinations providing the SENDCO and Assistant SENDCO has evidence from teachers or student that a laptop is the normal method of working.

Students who use a laptop in public examinations are responsible for ensuring that they save their work regularly throughout the examination. They must not leave the examination hall before confirming that all their work has been printed out correctly. Checking that their work has been correctly formatted and that all the pages have their name / candidate number / examination title / date in the header and the page number in the footer.

English as an Additional Language (EAL)

Definitions

EAL students speak English as an additional language, using another language as their first language at home. Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Identification of students with English as an Additional Language

Many students in the School are bilingual but do not have difficulties arising from their linguistic backgrounds. EAL is usually identified during the admission process. If at a later date a teacher becomes concerned that a student may be experiencing difficulties related to EAL they will liaise with the SENDCO and discuss appropriate strategies. An assessment may be made by the School's specialist teacher and recommendations for extra English support lessons may be advised to parents, there is an additional charge for 1-1 support. All relevant staff will be informed.

Annually, a form is sent out to identify which languages other than English are spoken at home. This is generally designed to see if students would like to carry out an additional qualification in that language but is shared with the Learning Support department as a way of identifying students who may not have as much English exposure as their native speaking peers.

Register of students with EAL

The SENDCO will maintain the register of students identified as EAL. This will be made available to staff.

Monitoring

The Governing Body will monitor the operation of and ultimately be responsible for the implementation of this policy and for the arrangements for its review.

The Headmaster and the Deputy Head Academic will monitor the operation of the policy and its implementation through liaison with the SENDCO. The Headmaster, the Deputy Head Academic and other members of the Senior Management team will monitor SEND provision and EAL provision through routine line management of members of staff. The SENDCO is line managed by both the Deputy Head Pastoral and Deputy Head Academic.

The SENDCO and Assistant SENDCO will monitor the operation of the policy and its implementation in the classroom through the procedures outlined above.

Related Policies and Documents

- Admissions Policy
- Curriculum Policy
- Complaints Policy
- Equal Opportunities Policy
- Examinations Policy