



# Individual Needs and SEND Policy

Regulation	ISSR: 32(3)(b)
Reviewed by	Head of Academic Support (Boys' School) Head of Individual Needs (Girls' School)
Approval Committee	Teaching and Learning Committee
Last Review	Summer 2024
Next Review	Summer 2025

1	Related Information.....	3
1.1	Availability of Statutory Policies.....	3
1.2	Statutory Guidance .....	3
1.3	Supporting Documents .....	3
1.4	Terminology .....	3
2	Introduction.....	4
3	Definition.....	5
4	Aims and Objectives .....	6
5	Identification and Assessment of Students with SEND.....	7
5.1	Identification of SEND .....	7
5.2	Diagnosis Prior to Joining the School.....	7
5.3	Difficulties Identified Through Screening .....	7
5.4	Referral to Individual Needs/Academic Support.....	8
6	EYFS .....	8
7	Monitoring and Support of SEND Students .....	9
7.1	School Support and Monitoring .....	9
7.2	Individual Needs Monitoring.....	9
7.3	Individual Needs Support.....	10
8	SEN (Educational Health and Care (EHC) Plan – formerly known as a Statement) .....	10
9	Welfare Needs .....	11
10	Arrangements for Public Examinations .....	11
10.1	Examination Access Arrangements (GCE & GCSE).....	11
10.2	Word Processor.....	12
	Appendix A .....	13
	Responsibilities in the Boys' School: .....	13
	Appendix B .....	14
	Responsibilities in the Girls' School: .....	14

# 1 Related Information

## 1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

## 1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2(1)(b)(i) the written policy, plans and schemes of work – take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

32(3)(b) The information specified in this sub-paragraph is—  
(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

### EYFS

3.68 Provision for SEND and outcomes

## 1.3 Supporting Documents

The following related information is referred to in this policy:

Anti-Bullying Policy
Curriculum Policy
Children and Families Act 2014
Disability Access Policy
Education Act 1996
Equality Act 2010
Provision of English as an Additional Language Policy
Safeguarding Policy
SEN Code of Practice 2014

## 1.4 Terminology

**Head**, where not explicitly defined, means the Headmaster of Haberdashers' Boys' School and Headmistress of Haberdashers' Girls' School.

**Parents** includes one or both Parents, a legal guardian, or education guardian.

**School** means Haberdashers' Boys' School and/or Haberdashers' Girls' School which are operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

**Student** or **Students** means any student or students in the School at any age.

**Staff:** The member of staff with responsibility for Individual Needs / Academic Support in the:

- Girls' Senior School is the Head of Individual Needs. Girls' Junior School is the Individual Needs Co-ordinator.

The '*Individual Needs' Department*' refers to the Haberdashers' Girls School.

- Boys' Senior School is the Head of Academic Support. Boys' Prep and Pre-Prep is the Academic Support Co-ordinator.  
The *Academic Support Department* refers to Haberdashers' Boys' School.

## 2 Introduction

The School is an academically selective independent day school for Students aged 4 to 18. The School values and encourages diversity, recognising that some Students may be affected by circumstances which impinge upon their educational progress. It is the responsibility of each teacher to understand the individual needs of each Student, whether they are general or specific learning differences, physical and sensory impairments or social and emotional issues. The School will make reasonable adjustments for Students with special educational needs and disabilities to ensure that they are included in all aspects of School life.

Aims:

It is the overall responsibility of the Head of Individual Needs/ Academic Support to ensure that appropriate provision is made for Students with SEND across the School. However, it is acknowledged that **all teachers are teachers of children with special educational needs** and, as such, supporting Students with SEND is a whole School responsibility. Academic and pastoral staff are expected to be familiar with the Individual Needs of their Students and to make their best endeavours to provide reasonable adjustments through scaffolding, adaptive teaching, additional resources and subject-specific support.

The Individual Needs/Academic Support teams work collaboratively with academic and pastoral staff to:

- Ensure full access to classroom learning and co-curricular activities for Students with SEND.
- Provide high quality classroom teaching so that Students reach their full potential and have high self-esteem and self-advocacy.
- Identify Students who have difficulties with learning, which are significant and persistent compared to their peers.
- Communicate with Students and their Parents outlining additional support required and take into consideration the views and feelings of the Student and their Parents.
- Meet the needs of Students with SEND with appropriate in-school resources.
- Monitor the progress of SEND Students through classroom accommodations and additional support.

It may sometimes be necessary to advise Parents to seek specialist assessment outside of school. Parents are expected to meet the cost for additional assessment.

### Reasonable Adjustments:

The Individual Needs or Academic Support Department trains staff to implement a variety of reasonable adjustments and guides Students about how best to use them. They may include seating plans, prompts, laptop use, 25% extra time in tests, rest breaks, microphones for hearing aids, larger font materials, differentiated work, colour overlays, assistive technology such as reader pens.

### Access Arrangements:

The Exam Access Arrangement Coordinator applies to JCQ and Cambridge International Education online after compiling evidence from specialists to show that the Student qualifies for Access Arrangements and gathers evidence from teachers to prove that the Student uses them as their normal way of working.

### Educational, Health and Care Plans:

If a Student requires an Educational, Health and Care Plan, the Head of Individual Needs or Academic Support contacts the authority where the Student lives and works closely with the authority to gain the support.

### Teacher support in the classroom:

The SEND Code of Practice acknowledges that all teachers are teachers of children with SEND. Teachers are trained to deliver quality-first teaching for all Students and to meet the needs of Students in the classroom through:

- Using data and pastoral information to support the early identification of SEND.
- Planning, delivering and monitoring targeted support in the classroom.
- Reporting back to the Student, their family, the Individual Needs or Academic Support Department, Phase Leaders and the Pastoral Team.

### Ethos:

Classroom teachers and department teams are central to providing the best teaching and learning for all Students. Academic and pastoral staff work together to provide a safe and secure environment for learning in which individual differences are recognised, accommodated and celebrated.

Staff have high expectations for all children including those with SEND and strive to achieve success for 100% of the Students in the school.

The revised National Teaching Standards, covering all aspects of the profession which came into effect in September 2012, also made clear the responsibility of teachers to: 'Adapt teaching to respond to the strengths and needs of all Students' (Standard Number 5) and requires them to:

- 'Know when and how to differentiate appropriately, using approaches which enable Students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit Students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support Students' education at different stages of development.
- Have a clear understanding of the needs of all Students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

## **3 Definition**

The School adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (2014) and the Equality Act 2010.

A Student is considered to have special educational needs

- if they have a significantly greater difficulty in learning than most of their peers or
- if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010. The Equality Act 2010 refers to 'Hidden' impairments such as Autism and ADHD, which may qualify as a disability.

The above definition includes sensory impairments such as those affecting sight or hearing. Long term health conditions may also impact a child's development and learning profile.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support':

- Communication and interaction e.g., speech and language / Autistic Spectrum Condition
- Cognition and learning e.g. Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health e.g. self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained, Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Sensory and/or physical needs e.g. physical disability, vision impairment (VI), hearing impairment (HI).

We recognise that Students may have two or more learning difficulties or disabilities, known as 'co-occurring' difficulties.

The school will support Students' learning needs by using adjustments within reasonable limits, as set out by the Equality Act (2010).

A child must not be regarded as having SEND solely because the "language or medium of communication of the home is different from the language in which he or she is or will be taught." (Education Act 1996, Section 312(1), (2) and (3)) (see Provision of English as an Additional Language Policy).

A child who finds a particular subject difficult does not necessarily have SEND in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their progress.

SEND covers a wide spectrum of differences and may include dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder, autism, processing and social and emotional issues as well as physical differences, such as hearing impairments, hypermobility or eye-convergence difficulties.

Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

## **4 Aims and Objectives**

Admissions ask Parents and feeder schools about applicants' individual needs and provide reasonable adjustments in the 4+, 7+, 11+ and 13+ exams for Students who are disabled within the Equality Act 2010. The Individual Needs or Academic Support Department then contacts the Parents and current school to discuss support in these exams.

We welcome all Students who meet the entry requirements, and no Student will be disadvantaged when being considered for admission because of SEND. However, the School is not a specialist provider for special educational needs and does not offer specialist teaching on a regular basis for special educational needs. It is important, therefore, to assess the ability of the School to meet any special educational needs at the point of entry. Parents of a child who has any disability or special educational need must provide the School with full written details at registration, or subsequently, either before they take the entrance exam or at interview so that any reasonable adjustments can be made to the admission process. It is important for the School to have access to any documentation which may help staff to understand the Student's specific need and to consider implications for teaching practice and any reasonable adjustments which are required to be made.

Where access arrangements and/or reasonable adjustments may be required for the entrance examinations, documentation (e.g., educational psychologist assessments/medical letters) must be submitted by the deadline given by the School. Access arrangements may not be provided if this deadline is missed.

## **5 Identification and Assessment of Students with SEND**

### **5.1 Identification of SEND**

Early identification is important to ensure Students with SEND receive the appropriate support to reach their potential. Identification may occur through one of three routes:

### **5.2 Diagnosis Prior to Joining the School**

In the case of those students arriving with SEND, the Head of Individual Needs/Academic Support will review the Student's needs and consider appropriate classroom accommodations and support.

### **5.3 Difficulties Identified Through Screening**

The School carries out screening tests for all Students in Years 3, 7 and 9, and all new joiners to Year 12 or any other occasional joiners in other year groups. The tests which are used are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which may need further investigation, a formal assessment or the provision of supportive strategies for class and home. The cost of screening tests is included in the tuition fees.

Parents and staff are informed of those who need monitoring. Further assessment may be carried out by the Specialist Teacher and there may be occasions when Parents might be advised to consider a more in-depth assessment of their child's educational needs. This could involve an outside consultant working with the School.

Teachers will liaise with the Head of Individual Needs/Academic Support to fully support the Student and put in place appropriate and reasonable report recommendations and review these on a regular basis.

## **5.4 Referral to Individual Needs/Academic Support**

There are different routes to identifying Students with SEND. These include:

- From Staff
- From a Student (self-referral)
- From a Parent

The above are in addition to the screening tests.

Staff may refer when a Student is not making progress in learning despite in-class strategies and after departmental support. Staff may also refer when a pattern of need emerges from:

- Monitoring of assessments by Teachers, Phase leaders and Heads of Departments
- Monitoring of reports by Class Teachers and Form Tutors.
- Monitoring of baseline screening tests by Heads of Section and the Individual Needs/Academic Support Department.

Parents may be encouraged to enlist the advice of an educational psychologist, or another appropriate professional agency.

The School will only accept external psychological and specialist teacher reports if the Head of Individual Needs/Academic Support is satisfied the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the School takes place before the assessment. All costs for professional services will be met by the Parents. Parents are strongly advised to share the psychological report, or other professional report, with the School in order to discuss how the School can be involved in meeting some of the recommended learning arrangements. The JCQ also requires this for Access Arrangements for public examinations.

Once a need has been identified information and teaching strategies will be shared with staff and progress monitored. Regular discussion about progress takes place between academic staff and the Student in order to fine tune classroom accommodations. Information about children's learning needs and strategies to be used will be stored on iSAMS to ensure consistency of support by teaching staff who can access the information.

## **6 EYFS**

The goal of the Early Years Foundation Stage ('EYFS') is to provide a secure foundation through planning for the learning and development of each individual child and assess and review what they have learned regularly. At this stage of a child's learning journey, it is particularly important that parents and teachers work in partnership to support the development of skills.

A delay in learning and development in the early years may or may not indicate that a child has additional needs. Where a child appears to be behind age related expectation, or where a child's progress gives cause for concern, the School will work closely with parents to consider all the information about the child's learning and development from within and beyond the setting. Teachers will consider the child's progress in all areas of their development and learning.

If a child has a barrier to learning that means they have different needs and require particular action staff will take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. All teachers are responsible for helping to meet a student's needs through ongoing monitoring and adaptive teaching and are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

If staff believe that a child may have additional needs, for example where there are early indications that the child is not making the expected progress, the School will do all that is reasonable to report and consult with parents to help determine the action required including whether any additional support is needed and whether referral on to outside professionals is an appropriate course of action. If parents and/or carers have any concerns that their child may have additional needs, they should speak to the child's class teacher in the first instance who will collaborate with the Individual Needs/Academic Support teams to determine the next course of action. The School will help families to access relevant services from other agencies as appropriate. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about support in school.

For children whose home language is not English, teachers will provide opportunities for children to develop and use language in play and learning and to reach a good standard in English language during the EYFS. When assessing communication, language and literacy skills, teachers will assess children's skills in English. If a child does not have a strong grasp of English language, the School will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

## **7 Monitoring and Support of SEND Students**

### **7.1 School Support and Monitoring**

Support for Students with SEND is delivered primarily through quality-first teaching and bespoke differentiation in the classroom. The School employs a graduated approach to support Students with SEND.

### **7.2 Individual Needs Monitoring**

Teachers will take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning, lessons, and homework.

If, after trialling in-class strategies, a Student is still not making progress in a subject, the Teacher will liaise with the Phase Leader/ Form Tutor and Head of Department and work together with them to support and monitor progress.

Where persistent and significant needs are demonstrated, a referral to the Individual Needs/Academic Support departments may be made and an individual programme of support may be provided.

### 7.3 Individual Needs Support

Individual Needs Support is where a need has been identified (such as ADHD or dyslexia). Some 1:1 or small group teaching will be provided where appropriate: Students may be asked to attend support sessions at lunchtimes, before and after School. Helpful strategies and adaptations will also be shared to be used independently in class and at home. Students classified as needing Individual Needs Support will also have Exam Access Arrangements to support their learning and academic progress. This is usually when assessments have taken place, either in school or by an external professional and recommendations have been given and are being used to allow access to the curriculum and exams or in-class assessments.

Parents should share any reports by external professionals such as educational psychologists with the School as soon as possible in order to discuss where, and how, the School can be involved in meeting the recommended learning arrangements. If recommendations cannot be addressed within School, this will be documented, and appropriate strategies discussed with Parents.

Professional recommendations for specialist provision (i.e. physical or practical aids, e.g. a laptop computer) may be met within or outside the School. If it is not possible to offer provision in School, any additional cost will be agreed with and met by the Student's Parents.

**Code of Practice:** The Schools' approach to the detection and management of learning difficulties will be guided by the Special Educational Needs Code of Practice (DFE-00205-2013), or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE). In general, the Schools approach will be cautious so as to avoid the risk of a Student being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

Professional recommendations for specialist provision (i.e., physical or practical aids e.g., a laptop computer) may be met within or outside the School. If it is not possible to offer provision in School, any additional cost will be agreed with and met by the Student's Parents.

Students with SEND will be monitored by the School's tracking and reporting systems (e.g. progress grades and end of term reports) and overseen by Form Teachers in the Prep/Pre-Prep, Junior and Heads of Section in the Senior School. All Students with SEND are listed on the Reasonable Adjustments' Register.

Monitoring of support takes place through review meetings, learning walks, observations, book looks and discussions with Teachers and Students.

## 8 SEN (Educational Health and Care (EHC) Plan – formerly known as a Statement)

Parents have the right under Section 36 of the Children and Families Act 2014 to ask the Local Authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. The School also has the right to ask the Local Authority to arrange an assessment. The School will always consult with Parents before exercising this right. If the Local Authority refuses to make an assessment, the Parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective Student has an existing EHC Plan, the School will consult the Parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC

Plan can be delivered by the School. The School will co-operate with the Local Authority to ensure that relevant reviews of EHC Plans are carried out as required.

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the EHC Plan will need to be charged either directly to the Parents or to the Local Authority if the Authority is responsible for the fees and the School is named in Part 4 of the Statement.

## **9 Welfare Needs**

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEN and disabilities can be disproportionately impacted by bullying without outwardly showing any signs, as well as communication barriers and difficulties in overcoming these barriers.

Knowing what to look for is vital to the early identification of abuse and neglect. If any teacher is unsure, she/he should always speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

The School recognises that Students with special educational needs or learning difficulties may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If Parents are concerned about their child's welfare, they can approach the Student's Form Teacher or any senior member of staff to discuss their concerns in private at any time. Please see the School's Anti-Bullying Policy.

## **10 Arrangements for Public Examinations**

### **10.1 Examination Access Arrangements (GCE & GCSE)**

The Head of Individual Needs or Academic Support are responsible for managing applications for access arrangements for public examinations.

The School follows the current Joint Council for Qualifications (JCQ) and Cambridge International Exams regulations and guidance for examinations issued at the beginning of each academic year. This includes offering Students opportunities to rehearse specified arrangements throughout their courses, e.g. allowing extra time during internal School examinations, regular use of a word processor. Recommendations for access arrangements derive from an identified, documented educational need evidenced in an existing psychological report or a specialist teacher's assessment report. This must be supported by historical evidence of the need. Parents will be expected to provide relevant, updated documentary evidence if required.

Any exam access arrangement must be the Student's normal way of working in the classroom.

As per JCQ regulations, the final decision regarding access arrangements remains with the School.

Review of progress by the Head of Individual Needs/Academic Support during the Middle School can provide evidence of continuing need which informs any consideration for access arrangements for public examinations in Year 9 and beyond. Applications for Access Arrangements will be based on the picture of need that has been painted in School and on assessments in School to establish whether the criteria for these arrangements have been met. They will not be based solely on the evidence from an external report.

## **10.2 Word Processor**

Only a candidate who has been given permission to use a word processor as their normal way of working in School may use one in examinations. The School will provide support for all Students to ensure they can perform to the best of their abilities in all examinations. Using a word processor in every exam may not best serve the interests of the Student. The use of a word processor for examination purposes must be discussed in full with the Head of Academic Support and Head of Individual Needs ahead of any external examinations. There must be sufficient evidence and time to practise using a word processor before it can be agreed as an examination access arrangement.

In addition to the qualification criteria above, a Student must also be able to demonstrate sufficient time, specific practice and rehearsal of word processor use in tests and examination conditions. In exceptional circumstances, the use of a word processor will be allowed in a shorter timeframe, for example in the case of a temporary injury.

All word processors for examination use must be provided by the School. No personal laptops can be used in examinations. The School will provide an appropriate word processor facility which conforms to regulations stipulated by the Awarding Bodies.

## Appendix A

### Responsibilities in the Boys' School:

#### Heads of Departments responsibilities:

The HoD will have overall responsibility for guiding teachers in meeting the needs of Students in the classroom and in using intervention before referring Students. The HoD may delegate this responsibility to another member of the department. However, the HoD must retain oversight.

Teachers, supported by HoDs, will:

- use data and pastoral information to support the early identification of SEND
- take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning lessons, and homework for Students not making the expected progress

#### Pastoral Team responsibilities:

Form Tutor will:

- support students
- liaise with teachers
- advise Parents on how to support their son.

Head of Section will:

- use data to track progress of Students across the section and identify possible SEND
- keep Form Tutors, teachers, HoDs and the Academic Support Dept up to date about Student concerns
- support Students with organisational skills.

Senior Tutor and Heads of House will:

- support Heads of Section as needed.

Deputy Head of House will:

- work with the Academic Support Dept to collate Referral Forms
- monitor Students with SEND through Pastoral and Academic Monitoring (PAM) or Individual Needs Profile (INP).

The Academic Support Department will:

- support colleagues in all the above / deliver training and guidance
- provide individual lessons and resources to Students with SEND
- track Student progress using INP and learning walks
- assess for some Access Arrangements for public exams
- gather teacher evidence for Access Arrangements and apply online
- liaise with Parents and external specialists
- communicate with staff by email, calling case conferences, attending departmental meetings and other meetings.

### Co-teaching in Sixth Form – Boys' School and Girls' School

Where students are taught together in either school, concerns will be communicated in the first instance to the Head of Individual Needs / Head of Academic Support in their respective schools.

## **Appendix B**

### **Responsibilities in the Girls' School:**

Heads of Departments responsibilities:

- The HoD will have overall responsibility for guiding teachers in meeting the needs of Students in the classroom and in using intervention before referring Students. The HoD may delegate this responsibility to another member of the department. However, the HoD must retain oversight.

Teachers, supported by HoDs, will:

- use data and pastoral information to support the early identification of SEND
- take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning lessons, and homework for Students not making the expected progress.

Form Tutors will:

- support students
- liaise with teachers
- advise Parents on how to support their daughter.

Head of Year will:

- use data to track progress of Students over the course of the academic year and identify possible SEND
- keep Form Tutors, teachers, HoDs and the Individual Needs Dept up to date about Student concerns
- support Students with organisational skills.

The Individual Needs Department will:

- support colleagues in all the above / deliver training and guidance
- provide individual lessons and resources to Students with SEND
- track Student progress using through Academic Monitoring and progress grades
- assess for Access Arrangements for public exams
- gather teacher evidence for Access Arrangements and apply online
- liaise with Parents and external specialists
- communicate with staff by email, calling case conferences, attending meetings.

### **Co-teaching in Sixth Form – Boys' School and Girls' School**

Where students are taught together in either school, concerns will be communicated in the first instance to the Head of Individual Needs / Head of Academic Support in their respective schools.

## **Checklists:**

### **What do I do if I suspect a Student I teach has SEND?**

- Have a discussion with the Student about what they are finding difficult and why
- Speak to HoD and Form Tutor
- Look at INCAS, MidYIS, Lucid, Progress Grades on Firefly. Ask for advice if needed
- Try in-class strategies for an agreed period of time to try and improve the area of difficulty
- Consider referral to Head of Section or Individual Needs Department for support with organisation
- Refer to the Head of Academic Support/Head of Individual Needs by email if needed

### **Referral to Academic Support /Head of Individual Needs**

Staff refer a Student to the Head of Academic Support when a Student is having significant and persistent difficulties in learning and in-class strategies have been tried but have failed to help the student make progress.

Staff may also refer when a pattern of need emerges from:

- monitoring of assessments by Teachers and Heads of Departments
- monitoring of reports by Form Tutors and Heads of House or Heads of Year
- monitoring of baseline screening tests by Heads of Section and the Academic Support Department/Heads of Year and the Individual Needs Department.

A Parent may refer a Student to Academic Support/Individual Needs and a Student may also self-refer.

### **How do I know if a Student has SEND?**

- SEND Students are starred in the online teacher mark book.
- The Academic Support Department/Individual Needs Department will notify staff of any Students who are newly assessed as having SEND.

The Individual Needs' Register is an up-to-date list of all Students with SEND on iSams. In the Girls School, this is called the Individual Needs list. The Access Arrangements list shows all students with additional examination adjustments. Where sixth form lessons are co-taught, information about SEND pupils will be shared via iSams to those pupils' teachers at the start of the academic year, and updated if there is a change of teacher. If a teacher has concerns about the academic progress of one of their sixth form students from either school, they can contact the Head of Individual Needs/Head of Academic Support as applicable and complete a referral form.

### **What do I do if I teach a Student who has SEND?**

- The Pupil Dashboard has full details of Reasonable Adjustments that must be made for each Student with SEND.
- The Academic Support Department/Individual Needs Department will communicate with staff when there are changes to Reasonable Adjustments and suggest resources to support teaching.
- Class Teachers must monitor the progress of Students with SEND carefully, provide evidence of use of Access Arrangements and report back when needed, especially on the PAM.